



THE REPUBLIC OF UGANDA

**INTERNAL AUDIT REPORT ON THE INDEPENDENT
VALIDATION OF SELECTED SCHOOLS FOR THE GLOBAL
PARTNERSHIP FOR EDUCATION GRANT**

**MINISTRY OF FINANCE, PLANNING AND ECONOMIC
DEVELOPMENT**

10TH JULY 2015

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
1.0 INTRODUCTION	4
1.1 Brief description of the project.....	4
1.2 Project Development Objectives	4
1.3 Project Beneficiaries	4
1.4 The School Facilitation Grant (SFG) Package	5
1.5 Institutional and Implementation arrangements for the project.....	5
1.6 Financial Management, Disbursements and Procurement.....	7
2.0 AUDIT APPROACH.....	8
2.1 Objectives of the Validation Exercise	8
2.2 Scope of Validation Exercise	8
2.3 Methodology	8
2.4 Audit Criteria	9
2.5 Team Composition and Reporting.....	9
3.0 DETAILED AUDIT FINDINGS.....	11
4.0 CONCLUSION AND RECOMMENDATIONS	18
4.1 Conclusion.....	18
4.2 Recommendations	19
TABLE 1: SCHOOLS PASSED ALL THE FIVE CRITERIA.....	20
TABLE 2: SCHOOLS THAT FAILED TO PROVIDE PROOF OF LAND OWNERSHIP	34

EXECUTIVE SUMMARY

Back ground

The Permanent Secretary Ministry of Education, Sports, Science and Technology wrote to the Permanent Secretary/Secretary to Treasury (PS/ST) requesting for an independent validation exercise of 10% of 293 Government Aided primary schools selected to benefit from the School Facility Grant for construction of earmarked facilities under Uganda Teacher and School Effectiveness Project (UTSEP), supported by Global Partnership for Education (GPE). However, the team decided to expand the scope of the schools inspected from 10% to 22% of the 293 selected schools to benefit from the project to enhance understanding on the school selection process. A maximum of two schools was sampled per district bringing the total number of schools visited to sixty four (64).

The selection was conducted using both the needs and effort based criteria as outlined in the Project Appraisal Document (PAD). A team of fourteen (14) Internal Auditors was constituted to carry out the validation exercise in the sampled districts whereby all the regions were represented and four districts were inspected in each region.

Key Findings

1. Selected schools that failed the eligibility criteria.

Out of 64 schools inspected, only 55 schools passed representing 86% of the sampled schools and 9 schools failed the eligibility criteria.

2. Doubtful criteria for the selection of the 293 schools.

It has been noted that some of the poor performing districts based on the Primary Leaving Examination (P.L.E) pass rates for 2014 as released by the Independent Magazine of 16th January were not considered as indicated in the table based on the comparison of performance of the selected district with number of schools selected. For example; Bugiri (26.9%) – 0 schools selected, Buyende (24%) - 1 Schools selected, Kapchorwa (23.6%) – 0 schools selected, Mbarara (46.2%) – 9 schools selected, Rukungiri (43%) – 8 schools selected, Kabale (41.3%) – 14 schools selected.

3. Restricted choice of districts.

Whereas there are 112 districts in Uganda including KCCA, the Project Appraisal Document in section 34 (i) recommended the following criteria to be used in the selection of the 293 schools;

- Selection of 1 school from 105 districts

- The balance of 188 schools was supposed to be considered proportionally among the regions of Western, Northern, Central and Eastern using the verified 962 needy schools.

However it was noted that out of 105 districts only 78 districts were considered for selection of 293 schools contrary to selection criteria in the PAD. Earlier on, the modification of the criteria led to reduction of schools from original 962 schools to 463 schools where the final 293 schools were finally selected. The implication of the modification of the criteria is that some of the 669 (963-293) schools that could have made the criteria were unfairly eliminated.

4. Failure to attain the project objectives.

It was noted that attainment of project objectives may not be possible as a result of failure to cover all the 105 districts that formed the Education Management Information System (EMIS) 2012 and also by not targeting the districts with the weak performance indicators on learning outcomes.

5. Contradiction between the Project Appraisal Document (PAD) and the Project Operational Manual (POM).

It has been noted that there is contradiction between the manual and project appraisal document. For instance the PAD states that the selected schools should have a population of more than 300 pupils while the POM states that population for schools with no permanent classrooms should be at least 150 pupils and at least 300 pupils for schools with 1 to 2 permanent classrooms. Furthermore, whereas the criteria indicated in the PAD for valid ownership of land does not specify the acreage required, the terms of reference from Ministry of Education, Science, Technology and Sports clearly indicates at least a minimum of 2 acres.

General Recommendations

The program implementation has been mainstreamed into the work program of the respective departments and units of MoETS. In order to strengthen Government's systems and procedures and make these changes sustainable, Management should consider the implementation of the following recommendations;

- Ministry of Education, Science, Technology and Sports should work together with the Foundation bodies and School Management Committees of the selected schools to ensure that there is sufficient and secure land to accommodate the SFG package which includes among others an administration block, at least one furnished classroom per grade (P1 – P7), two teacher housing units with one 2-stance latrine, two kitchens and one up to 5,000 litre water tank for schools in the hard to reach districts.

- While 63 out of the 64 schools visited were confirmed to be Government aided schools, the Ministry should conduct due diligence to ensure all the remaining 229 schools selected are Government aided.
- Management must promote good governance and accountability during the project implementation by adhering to the financial management, procurement and disbursement guidelines stated in the Project Appraisal Document including conducting frequent independent verification of the Disbursement Linked Indicators, for example verification of procurement process of the contractors, verification of buildings completed, furniture installed and learners in classrooms.
- To ensure that the project benefits the entire country, Management should consider proportionally selecting schools among the regions of Western, Northern, Central and Eastern using the verified 962 needy schools and this will be in line with the spirit of decentralization.
- On implementation of the project, the Ministry should ensure that different stakeholders for instance Resident District Commissioners (RDCs), Councilors both at district and sub-county level, Chief Administrative Officers (CAOs), District Education Officers and District Internal Auditors are involved in monitoring the project by ensuring frequent supervision and issuing reports for management action.

Renewed attention to Education is particularly important in light of the considerable impact that Human capital has on labour, market income, youth employment and urbanization which is a key factor for a substantial demographic dividend in the decades to come.

DETAILED REPORT ON THE INDEPENDENT VALIDATION OF SELECTED SCHOOLS FOR THE GLOBAL PARTNERSHIP FOR EDUCATION GRANT

1.0 INTRODUCTION

1.1 Brief description of the project

Teacher and School Effectiveness project is in Ministry of Education, Science, Technology and Sports. The project implementation start date is 15 August 2014 and expected closing date is 30-June-2018 with funding from the World Bank. The project has three components, namely:

1. Effective Teachers – This will focus on improving teacher quality and performance specifically related to pedagogical approach for early reading, use of instructional material for teaching and presence in school.
2. Effective Schools- This will focus on improving the overall school environment in form of enhanced school management, accountability, learning conditions including schools facilities.
3. Implementation Support and Capacity Building – This component will finance advisory, technical and capacity building activities.

1.2 Project Development Objectives

The proposed Project Development Objective is to support the Government in improving Teacher and School effectiveness in the Public Primary Education System.

1.3 Project Beneficiaries

The project beneficiaries include:

1. An estimated 8,100,000 pupils will benefit from new text books, 1,000,000 from improved teacher effectiveness in early grade reading teaching, 112,000 from new classrooms and 80,000 from trained childhood care givers.
2. Approximately 20,800 teachers in primary schools will benefit through training in teaching early grade reading, improved in-service tutoring, early childhood education and school leadership.
3. 8,000 school management committee members and head teachers who will receive training.
4. Parents and communities with children in schools covered under the program will indirectly benefit from higher quality education, greater information and enhanced voice in school management.
5. Staff in the Ministry of Education, Science, Technology and Sports as well as district staff managing teachers and Education service delivery who will receive training.
6. The targeting of the project will be national for certain activities and others will be confined to those districts that have weak performance indicators on learning outcomes.

1.4 The School Facilitation Grant (SFG) Package

The SFG package should enable a school to achieve the following:

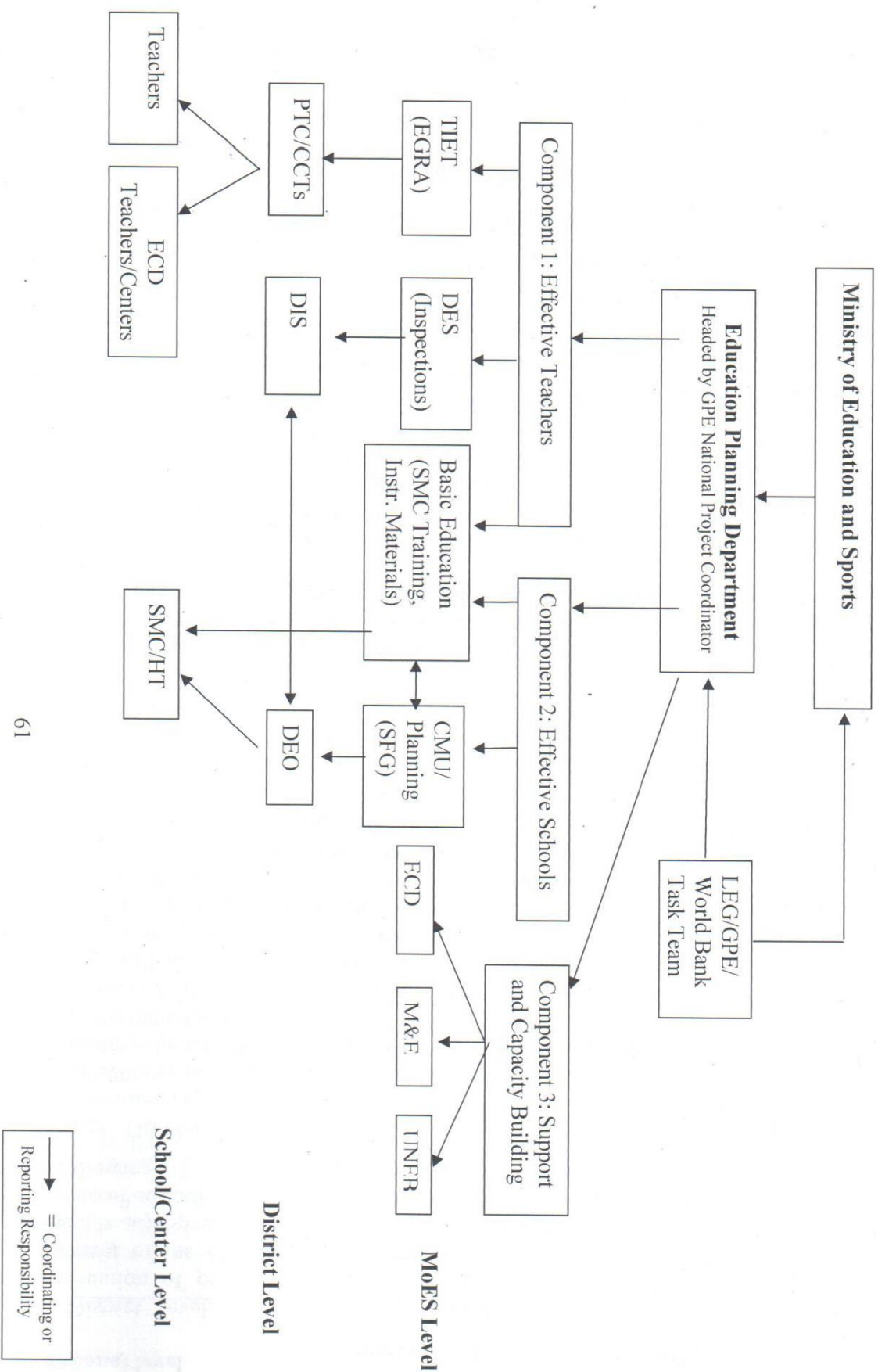
- At least one furnished classroom per grade (P1 – P7)
- Two (2) gender and disability responsive 5-stance sanitation facilities
- One 2-stance latrine for teachers
- A safe water source, which is expected to be two 5,00- litre water tanks in most cases
- an administration block
- For schools in the HTR/HTS districts, the package will also include two teacher housing units, one 2-stance latrine, two kitchens and one up to 5,000 litre water tank.

1.5 Institutional and Implementation arrangements for the project

Project implementation will be mainstreamed in the Ministry of Education Science, Technology and Sports (MoESTS) and Local Governments using existing institutional establishments consistent with the decentralized governance system for Uganda that governs primary education service delivery. Below is an illustration of the project implementation plan.

PROJECT IMPLEMENTATION PLAN

A. Institutional and implementation arrangements for the Project



1.6 Financial Management, Disbursements and Procurement

1.6.1 Financial management

The operation will use the country's financial management system for planning and budgeting, accounting and financial reporting, treasury management and flow of funds, internal controls including Internal Audit. At the central Government level, the Permanent Secretary will be the overall accounting officer to oversee all activities of the program assisted by the undersecretary while the day to day financial management functions will be led by the head of accounts, in this case the Assistant Commissioner Accounts. The District Chief Administrative Officer will be the Accounting Officer at the District level.

1.6.2 Disbursements

The project funds flow – the project funds will flow from the Treasury to the MoESTS and the LGs. Disbursements can take place on a semi-annual or annual basis, dependent upon the frequency of the independent verification of DLIs. The Government's SFG and LGMSD programs currently used funds flow mechanisms to disburse funds to all LG's nationally and the project will use these channels which have been well established over the years.

The expected disbursement flow (in US \$ million) will be as follows;

Fiscal Year	2015	2016	2017	2018
Annual	14.70	34.70	34.20	16.40
Cumulative	14.70	49.40	83.60	100.00

1.6.2 Procurement

Procurement under the grant will be conducted by the following agencies.

Procurement	Responsible Agency
Instructional Materials (US \$14.8 million)	Ministry of Education, Science, Technology and Sports
Construction of School facilities in up to 290 schools (US \$43.8 million) that do not meet the basic minimum standards for quality service delivery	The respective Local Governments except where there are deemed no to have functional capacity in procurement and contract management
Implementation support and capacity building (US\$ 14.9)	Ministry of Education, Science, Technology and Sports

1.7 Sustainability of the Project

The project supports the Universal Primary Education Program of Government that has been under implementation since 1997. The program implementation has been mainstreamed into the work program of the respective departments and units of MoETS. This is likely to strengthen Government's systems and procedures and therefore make changes sustainable. Fiscal sustainability is expected to be moderate given that a relatively low share of project financing will go to recurrent costs.

2.0 AUDIT APPROACH

2.1 Objectives of the Validation Exercise

The objectives of the exercise included;

- i. To validate whether the 10% of the 293 selected schools meet the eligibility criteria as specified in the Project Appraisal Document, and whether 80% of the selected schools meet the eligibility criteria.
- ii. To ascertain whether the criteria used in the selection of 293 schools is in line with the Project Appraisal Document.
- iii. To ascertain whether the criteria used helps to attain the objectives of the Global Partnership for Education project.

2.2 Scope of Validation Exercise

The scope of schools to be inspected was thirty (30) of the 293 selected schools which represents 10% of the selected schools. However; the team expanded the scope of the audit to enhance understanding on the school selection process. The scope was expanded to 22% of 293 schools selected to benefit from the project. A maximum of two schools was sampled per district bringing the total number of schools visited to sixty four (64).

2.3 Methodology

The team used a risk – based audit approach. Some of the identified risks included;

- i. Non-existence of the selected schools.
- ii. Schools selected are not owned by Government.
- iii. Selected schools having more than three permanent classrooms.
- iv. Selected Schools do not have valid ownership of the land, or right to use the land.
- v. Inadequate number of students in the selected schools.

In addition; the following methods were used to gather and substantiate audit evidence during the validation;

- a. Interviews with the District Local Government Officials (Chief Administrative Officers, District Education Officers and Local Council V Chairpersons) to attain a background on the selected schools and to ascertain whether they were involved in the selection process.
- b. Interviews with the School Head Teachers, Teachers present and the School Management Committees in case one of them was available to ascertain whether they were aware about the project and to confirm their involvement in the management of the school and in the school selection process.
- c. Inspection of buildings to confirm their status and the number of permanent classrooms.

- d. Reviewed minutes of the school management committees for first term and appointment letters to confirm their appointments and that the committee has been meeting regularly.
- e. Reviewed Daily Attendance registers for Teachers and pupils where applicable to confirm presence of teachers at school and reconcile pupils' enrolment with the number that actually was present at the time of the exercise.
- f. Conducted a head count to confirm the actual number of pupils present at the time of the exercise to ascertain whether there is any variation from the stated enrolment.
- g. Reviewed documentary evidence to confirm the ownership of land by the schools and the number of acreage.

2.4 Audit Criteria

Project Appraisal Document section 34 on selection process and criteria which stipulates that for a school to benefit it should pass all selection criteria and these include;

a. Eligibility Criteria;

- is a government school,
- has less than three permanent Classrooms ,
- has more than 300 pupils,
- has valid proof of Land ownership and Head teacher is hired and has reported at least 15 days in the previous 30 school days.

b. Collection of effort data;

- The names of School Management Committees, whether minutes of at least one School Management Committee meeting for the last term are available, and existence of a school improvement plan,
- Head teacher presence,
- Percentage of teachers (out of all permanent teachers in the school) present during the unannounced visits.
- Percentage of teachers that have lesson plans or schemes of service (out of all teachers present during the Audit teams' unannounced visit.

2.5 Team Composition and Reporting

The above exercise was conducted by the following staff under the supervision of the Ag. Commissioner Internal Audit Management and the final report will be issued to the Permanent Secretary/Secretary to the Treasury who shall forward it to the relevant stakeholders.

S/N	Name	Post
1	Alice Nangoku	Principal Internal Auditor
2	Perry Oketcha	Internal Auditor
3	Patrick Onyait	Internal Auditor

4	Moses Nkwasiibwe	Internal Auditor
5	Elizabeth Muwonge	Internal Auditor
6	Perpetua K. Biraaro	Internal Auditor
7	Joseph Mudoola	Internal Auditor
8	Samuel L. Waako	Internal Auditor
9	Richard Driliga	Internal Auditor
10	Victor Kururagire	Internal Auditor
11	Henry Mayoga	Internal Auditor
12	Rose Apio	Internal Auditor
13	Bronze Agaba	Internal Auditor
14	Norman Bbosa	Internal Auditor

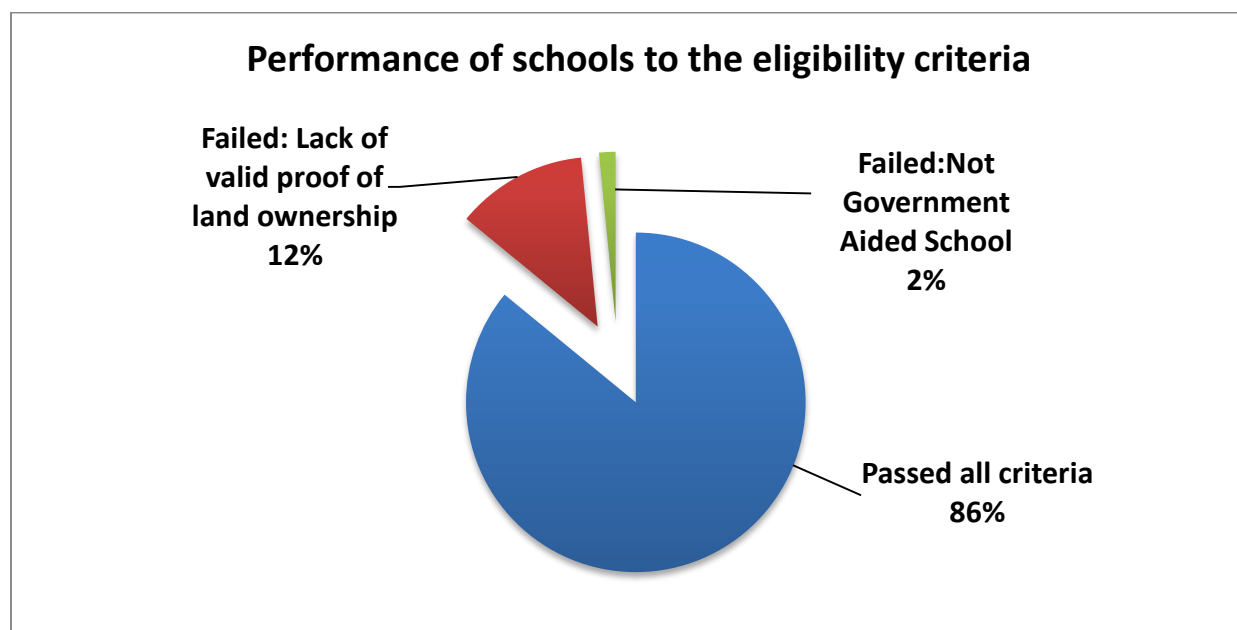
3.0 DETAILED AUDIT FINDINGS

3.1 Selected schools that failed the eligibility criteria

Out of 64 schools inspected, 9 schools failed the eligibility criteria and 55 schools passed representing 86% of the sampled schools as indicated on tables 1 and 2.

The main issues noted were:

- 8 schools lacked documentary evidence of valid proof for ownership of land from the foundation bodies. **See table 2.**
- 1 school namely Coorom Tekwir (Amuru District) is not a Government aided school. **See table 2.**
- The exercise was conducted during the Industrial action by teachers and this therefore affected the attendance of pupils.



Failure to adhere to the set criteria may lead to failure to attain the objectives of the project.

MoESTS Management Response

S/N	Audit Finding	Management Response	Audit Remarks
1.	1 school CooromTekwir (Amuru District) is not Government aided school	<ul style="list-style-type: none"> • Odravu Cope P/S in Arua District is a government aided school. • CooromTekwir P/S in Amuru District is indeed a community school that is still 	<ul style="list-style-type: none"> • Audit noted that management has responded by selecting another school. However management should ensure that the newly

S/N	Audit Finding	Management Response	Audit Remarks
		in the process of applying for government coding, hence it is ineligible for SFG funding and has been replaced by Jafurnga P.S. in Nebbi District which is the next school in the order of ranking for the Northern Region.	<i>selected school, Jafurnga P.S in Nebbi District adheres to all the set eligibly criteria.</i>
2.	13 schools had more permanent classrooms than the thresh hold of less than 3	<ul style="list-style-type: none"> Given that there is no ban on infrastructural development at the 293 selected schools, the number of permanent classrooms has been increasing since the time the first needs assessment was conducted, this as a result of schools getting infrastructural facilities from various donor and local government interventions. During the upcoming Field Appraisal Site Visits to be carried out by MoESTS before construction starts at the selected schools, the number of permanent classrooms at the visited schools will be re-confirmed. 	<ul style="list-style-type: none"> <i>Audit noted that the selection of 962 schools was done 3 years ago in 2012 and at that time there was no ban on infrastructural development.</i> <i>Management should reconfirm the number of permanent classrooms during the field appraisal site visits before construction.</i>
3.	At the time of audit 22 schools lacked valid proof of evidence for ownership of land from the foundation bodies	<ul style="list-style-type: none"> The letters authorizing schools to make development on land owned by foundation bodies for the schools are now available. 	<ul style="list-style-type: none"> <i>Audit has reviewed the documents provided by management and noted that the foundation bodies of 8 out of 22 schools did not submit proof of land ownership. See table 2.</i>
4.	At the time of audit 23 schools had few pupils below the required thresh hold of either 150 pupils for schools with no permanent classrooms or at last 300 pupils for schools with 1-2 permanent	<ul style="list-style-type: none"> Enrolment of a given school keeps fluctuating depending on the period of the term when the visit is made to the school, prevailing circumstances such as industrial actions, such as the one that was there at the beginning of 2nd Term 2015 	<ul style="list-style-type: none"> <i>Audit noted that in 23 schools the head counts of pupils was less than the required enrollment numbers mainly due to Industrial Action by teachers at the beginning of the term when the exercise was conducted.</i>

S/N	Audit Finding	Management Response	Audit Remarks
	classrooms	<p>and sometimes due to pupils changing to other schools with better facilities.</p> <ul style="list-style-type: none"> • When the Ministry analyzed the enrolments, for the schools in question, captured by MoESTS statistics department in December 2014 (Annex 2), they were found to be within the ranges agreed upon in the criterion. 	<ul style="list-style-type: none"> • However independent review should be conducted in these schools to confirm the enrollment numbers captured in the EMIS.

3.2 Communication gap between the districts and MoESTS about the choice of schools

It was also noted that there was a communication gap between Ministry of Education Science Technology and Sports (MoESTS) and the Districts Local Governments about the schools selected and the criteria used. They observed that some of the schools chosen were not a priority over the ones that were left out. .

For instance the District Education Officers of Kween and Butaleja districts revealed that the selection of schools was based on the needs assessment criteria of the district and not the World Bank criteria.

Choosing such schools made other schools which could have been selected left out in other districts or even in the same district.

MoESTS Management Response

The initial selection of the long list of schools was carried out by the MoESTS in conjunction with the World Bank. This was done to ensure that the neediest schools were selected based on the Basic Requirements and Minimum Standards (BRMS) and data availed by the MoESTS statistics department. This initial scoping that led to the selection of schools on the 962 list was done in July 2012 and given the amount of time since then the status in terms of permanent classrooms is expected to have changed at some schools. The actual status will be confirmed during the upcoming Field Appraisal Site Visits. The experience of the SFG program currently being implemented by the Districts has showed that Districts sometimes select beneficiary schools based on political influence rather than genuine level of need. However, during the verification of schools on the long list of 962 schools to come up with a short list of 463, the District Education Officers jointly worked with our field based Engineering Assistants to screen the schools on the long list using stated criteria.

Recommendation

Management should consider input from the district officials during the field appraisal site visits to ensure that accurate data is obtained and the right beneficiaries are selected.

3.3 Doubtful criteria for the selection of the 293 schools

It has been noted that some of the poor performing districts based on the Primary Leaving Examination (P.L.E) pass rates for 2014 as released by the Independent Magazine of 16th January were not considered as indicated in the table based on the comparison of performance of the selected district with number of schools selected.

List of Districts with the number of schools selected for GPE

<i>District</i>	<i>PLE pass rate (%)</i>	<i>Number of selected schools</i>
<i>Bulambuli</i>	29.1	1
<i>Bugiri</i>	26.9	0
<i>Buyende</i>	24	1
<i>Kapchorwa</i>	23.6	0
<i>Mbarara</i>	46.2	9
<i>Rukungiri</i>	43	8
<i>Kabale</i>	41.3	14
<i>Luuka</i>	29	1

Failure to consider district with low pass rates to benefit from the project will lead to continued poor performance of students in these districts.

MoESTS Management Response

According to the Project Appraisal Document (PAD) the objective of the UTSEP/GPE project was to benefit about 300 neediest primary schools in the country as far as infrastructure is concerned. However, other than targeting the poorly performing schools/districts, the project also aims at rewarding good performing schools in their state of need. Further to note is that the PLE performance of schools is not entirely dependent on lack of infrastructure but it's a combination of other factors including teacher's skills, teacher presence, teacher supervision, school governance systems, and inadequate early childhood education etc.; factors that are being addressed by other components of the Project. It is important to note that the key issue considered for generating the long list was the BRMS.

Recommendation

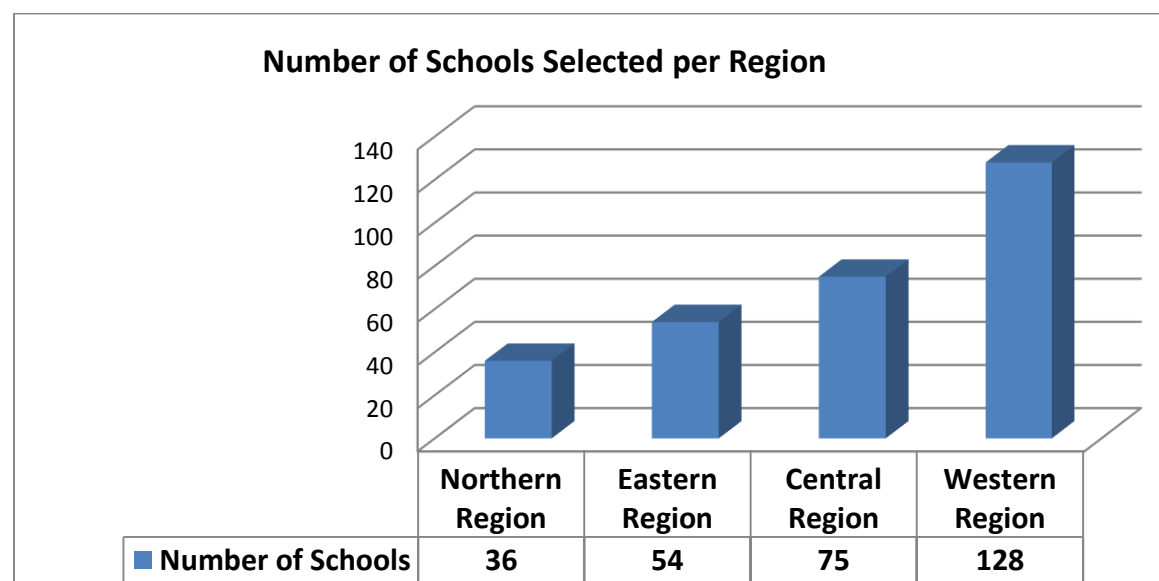
During the selection process, Management should target districts that have weak performance indicators on learning outcomes as specified in the Project Appraisal Document in order to improve on their performance.

3.4 Restricted choice of districts

Whereas there are 112 districts in Uganda including KCCA, the Project Appraisal Document in section 34 (i) recommended the following criteria to be used in the selection of the 293 schools;

- Selection of 1 school from 105 districts
- The balance of 188 schools was supposed to be considered proportionally among the regions of Western, Northern, Central and Eastern using the verified 962 needy schools.

However it was noted that out of 105 districts only 78 districts were considered for selection of 293 schools contrary to selection criteria in the PAD. Earlier on, the modification of the criteria led to reduction of schools from original 962 schools to 463 schools where the 293 schools were finally selected. The implication of the modification of the criteria is that some of the 669 schools that could have made the criteria were unfairly eliminated.



MoESTS Management Response

The 962 schools on the original long list were spread in 105 districts of Uganda, however after a joint verification carried out by the ministry and the district local governments, the following schools were eliminated; schools with more than 3 classrooms, private, non-existent and annex schools, schools with 1 or 2 permanent classrooms but enrolment less than 300 and schools with 0 permanent classrooms but enrolment less than 150. Consequently the long list of 962 schools located in 105 districts was trimmed down to 463 schools and these were spread in 78 districts.

Hence the PAD requirement of the project benefiting all the 105 districts was rendered inapplicable at a Local Education Group (LEG) meeting attended by Ministry Officers, the Bank and members of the LEG.

Recommendation

Management should harmonize the criteria in the PAD with operational manual to avoid varying assessment criteria during the implementation.

3.5 Failure to attain the project objectives

It was noted that attainment of project objectives may not be possible as a result of failure to cover all the 105 districts that formed the Education Management Information System (EMIS) 2012 and also by not targeting the districts with the weak performance indicators on learning outcomes.

The country may lose out on any future grants if the project is not implemented according to the criteria set.

MoESTS Management Response

As already pointed out above, the project aims at providing infrastructure in about 300 neediest primary schools in Uganda. After the first screening of the 962 schools located in 105 districts, it was discovered that only 463 schools located in 78 districts remained. Districts with weak performance will be helped to improve through the other components of the project that address Head Teacher, Teacher and School Management Committee training, Instructional materials among others.

Recommendation

Management should adhere to the set criteria in the PAD to avoid the risk of losing the grant and failing to achieve the set objectives.

3.6 Contradiction between the Project Appraisal Document (PAD) and the Project Operational Manual (POM).

It has been noted that there is contradiction between the manual and project appraisal document. For instance the PAD states that the selected schools should have a population of more than 300 pupils while the POM states that population for schools with no permanent classrooms should be at least 150 pupils and at least 300 pupils for schools with 1 to 2 permanent classrooms. Furthermore, whereas the criteria indicated in the PAD for valid ownership of land does not specify the acreage required, the terms of reference from Ministry of Education, Science, Technology and Sports clearly indicates at least a minimum of 2 acres.

The implication of splitting the set criteria in Project Appraisal Manual could have favored some schools to be selected and disadvantaged others.

MoESTS Management Response

The Project Appraisal Document (PAD) was the first document to be produced with the criterion of at least 300 pupils for all beneficiary schools. However at the time of verification of the 962 schools that was carried out jointly by MoESTS, the District Local Governments with assistance from a World Bank Civil Works Specialist, it was realized that schools with 0 permanent classrooms could scarcely have an enrolment of 200 pupils and hence would be unfairly eliminated hence the revised threshold of 150 pupils. This was agreed upon by the Ministry and the World Bank. The modification was reflected in the Project Operations Manual (POM), a document that operationalizes the PAD by further elaborating how the activities shall be implemented. The POM, therefore, and other subsequent documents after the PAD including the Aide-mémoire' for the various Missions always highlight agreed operational and implementation modalities.

Recommendation

Management should harmonize the two documents for easy implementation of the project and post implementation reviews.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The Global Partnership for Education Grant supports the Universal Primary Education Program of Government that has been under implementation since 1997. The Project Development Objective is to support the Government in improving Teacher and School effectiveness in the Public Primary Education System.

Some of the project beneficiaries include; pupils who will benefit from text books, improved teacher effectiveness in early grade teaching and new classrooms; Teachers who will benefit through training in teaching early grade reading, improved in-service tutoring, early childhood education and school leadership; and Staff in the MoESTS as well as district staff managing teachers and Education service delivery who will receive training.

The School Facilitation Grant package should enable a school to achieve the following verifiable outputs:

- At least one furnished classroom per grade (P1 – P7)
- Two (2) gender and disability responsive 5-stance sanitation facilities
- One 2-stance latrine for teachers
- A safe water source, which is expected to be two 5,000 litre water tanks in most cases
- an administration block
- For schools in the HTR/HTS districts, the package will also include two teacher housing units, one 2-stance latrine, two kitchens and one up to 5,000 litre water tank.

Findings from the above independent validation exercise revealed that of 64 selected schools visited by the team, only 55 schools representing 86% qualified while 8 schools do not qualify due to lack of proof of ownership of land and one school was not a government aided school.

The 55 schools that passed; representing 86%; is above the required target of 80% required by Disbursement Linked Indicator (DLI) to allow the funds to be released to the project. However, the Ministry should resolve all the outstanding issues in this report especially on the land ownership status in the various schools.

4.2 Recommendations

The program implementation has been mainstreamed into the work program of the respective departments and units of MoETS. In order to strengthen Government's systems and procedures and make these changes sustainable, Management should consider the implementation of the following recommendations;

- Ministry of Education, Science, Technology and Sports should work together with the Foundation bodies and School Management Committees of the selected schools to ensure that there is sufficient and secure land to accommodate the SFG package which includes among others an administration block, at least one furnished classroom per grade (P1 – P7), two teacher housing units with one 2-stance latrine, two kitchens and one up to 5,000 litre water tank for schools in the hard to reach districts.
- While 63 out of the 64 schools visited were confirmed to be Government aided schools, the Ministry should conduct due diligence to ensure all the remaining 229 schools selected are Government aided.
- Management must promote good governance and accountability during the project implementation by adhering to the financial management, procurement and disbursement guidelines stated in the Project Appraisal Document including conducting frequent independent verification of the Disbursement Linked Indicators, for example verification of procurement process of the contractors, verification of buildings completed, furniture installed and learners in classrooms.
- To ensure that the project benefits the entire country, Management should consider proportionally selecting schools among the regions of Western, Northern, Central and Eastern using the verified 962 needy schools and this will be in line with the spirit of decentralization.
- On implementation of the project, the Ministry should ensure that different stakeholders for instance Resident District Commissioners (RDCs), Councilors both at district and sub-county level, Chief Administrative Officers (CAOs), District Education Officers and District Internal Auditors are involved in monitoring the project by ensuring frequent supervision and issuing reports for management action.

Renewed attention to Education is particularly important in light of the considerable impact that Human capital has on labour, market income, youth employment and urbanization which is a key factor for a substantial demographic dividend in the decades to come.

STATUS MATRIX

Number of schools inspected	Number of Schools that qualified	Number of Schools that failed due to lack of proof of land ownership
64 schools	55	9
	86%	14%
	Table 1.	Table 2

TABLE 1: SCHOOLS PASSED ALL THE FIVE CRITERIA (55)

S/n	School name /Local Government	GoU aided school Y/N	Number of Permanent classrooms	Headcount/E nrolment of the school	Acres of land & Valid proof of Ownership	H/teacher is hired& has spent at least 15 out of 30 days in school	Comments
1	Mahwizi / Mitooma District	Yes	0	204>150	10 acres of Land and proof of ownership was tendered for verification, see attachment 2	Yes	Passed
2	Bwoma II P/S / Bushenyi District	Yes	0	212>150	The documents dated 22 nd from Diocese of West Ankole reveals that 20 hectares of land of Bwoma C.O.U was allocated to the school. See Attachment 37.	Yes	Passed

3	Mbogo-Turibamwe P/S / Kiruhura District	Yes	0	263>150	The documents dated 12/09/1996 reveals that 8acres of land were allocated to the school. Attachment 39.	Yes	Passed.
4	Muziza Central P/S/ Ibanda District	0	0	120<150	Documents received dated 5 th March 2015, from St. Adolf Ishongororo Parish revealed that 4 acres had been allocated to the school. See Attachment 41	Yes	The School has been Passed even though the headcount was 120 pupils which is less than 150. Management explained that the pupils had not come during the ongoing industrial action and that the head count was done at 4:55pm when most pupils had gone home.
5	Kwosir P/S/ Kween District	Yes	1	258 <300	Documents provided dated 15 th January 2007 and 20 th August 2015 revealed that the school has acquired 5 acres of land. Attachment 44	Yes	The School has been Passed even though the headcount was 120 pupils which is less than 150. Management explained that the pupils had not come during the ongoing industrial action by the teachers.
6	Mengya P/S/ Kween	Yes	0	369 >150	10 acres donated by the Church of Uganda and	Yes	Passed

	District				evidence of ownership seen Attachment 7		
7	Chekwom P/S/Kween District.	Yes	2	545 >300	3 acres acquired by the school. evidence of ownership seen Attachment 8.	Yes	Passed
8	Bugole P/S Iganga District	Yes	2	902 >300	Documents provided dated 24 th June 2015 from Iganga Archdeaconry revealed that 5 acres of land was allocated to the school. See Attachment 46	Yes	Passed
9	St Denis P/S Manafwa	Yes	0	545 >150	Documents dated 19 th July 2010 from St. Denis Catholic Church revealed that 5 acres of land was allocated to the school. See Attachment 12 and 50	Yes	Passed
10	Kibenge Memorial P/S Namutumba District	Yes	2	793 >300	21.5 “emigos” by 19.5 “emigos” See Attachment 51	Yes	Passed. However equivalent no. of acres of land will be determined by the field appraisal site visits by MoESTS
11	Buwanga P/S Namutumba District	Yes	2	496 >300	Documents provided dated 22 nd April 1976 revealed the school has acquired 3 acres of land. See Attachment 14 and 52.	Yes	Pass.

12	Omee P/S /Amuru District	Yes	2	369 >300	The school tendered a document for our verification to prove that it owns about 10 acres of land donated in 2007 by Mr. OkoteCeke, see attachment 15.	Yes	Passed
13	Pajago P/S / Nebbi District	Yes	2	545 >300	Proof shown indicated that the school was donated 7 acres of land by Wadelai Catholic Parish, see attachment 16.	Yes	Passed
14	Kisenge P/S Nebbi District	Yes	2	793>300	2 acres of land which they acquired at a cost of UGX 2.5 M from Parombo Town Church in June 2004 as evidenced by sale agreement tendered for verification, see Attachment 17.	Yes	Passed
15	Kirega P/S /Sembabule District	Yes- EMIS No 5510446	0	70< 150	Documents from Masaka Diocesan Administration Education Secretariat dated 24 th June 2015 revealed that the school was allocated 5 acres. Attachment 53.	Yes	The School has been passed even though the head count revealed lower numbers that desired 150. Management of school explained that low attendance was due to the ongoing industrial action and heavy rains.

16	Manyama P.S /(C.O.U)/ Sembabule District	Yes-	0	20<150 -	Documents from West Buganda Diocese dated 23 rd June 2015 revealed that 5.5 acres had been donated to the school. Attachment 54.	Yes	The School has been passed even though the head count revealed lower numbers that desired 150. Management of school explained that low attendance was due to the ongoing industrial action and heavy rains.
17	Kizongoto P/S/ Nakaseke District	Yes-	0	80/234-	Documents provided from Seventh Day Adventist Church Mayirikiti dated 23 rd June 2015 revealed that the school was allocated 3 acres. Attachment 56	Yes	The School has been passed even though the head count revealed lower numbers that desired 150. Management of school explained that low attendance was due to the ongoing industrial action and heavy rains.
18	Nyanga P/S/ Kamwenge	Yes	0	471/421>150	4 acres were formally given to the school. Official communication from the church foundation body was shown to audit, see Attachment 19	Yes	The school does not qualify because the school is under the trustees of the catholic church.
19	Munyuma P/S/	Yes	2	223<300	4 acres and the proof of ownership is available	Yes	Passed even though the headcount of pupils was

	Kamwenge				Attachment 20		lower than the desired 300. Management explained that this anomaly was due to the on-going industrial action by teachers
20	Bukara P/S/ Kabarole	Yes	0	346>150	2 acres this land was given by Bughumba S.D.A Church (Rwenzori field) at a church board meeting the minute is filed by the school head teacher. Attachment 57.	Yes	Passed
21	ButegaCoU P/ S Mityana District	Yes	0	150	Documents from St. Apollo Kivebulaya, Butega CoU dated 25 th June 2015 revealed that the school was allocated 3 acres of land. Attachment 58	yes	Passed
22	St. Matia Mulumba P/S Mityana District	Yes	0	197>150	5 acres of land and evidence of ownership seen. Attachment 21.	Yes	Passed
23	Lubumba P/S/ Mubende District	Yes	0	155>150	2 acres of land which was allocated to the school by the Mityana Diocese in a letter dated 04/03/2015 as proof of ownership, see attachment 22.	yes	Passed
24	Kyakatebe	Yes	0	335>150	Documents provided dated	yes	Passed

	P/S Mubende District				22 nd June 2015 from the office of the Parish Priest Katuugo Parish revealed that the school was allocated 30 acres. See Attachment 59		
25	Lwebidali Muslim P/S/ Lwengo District	Yes	0	165>150	Documents provided dated 24 th June 2015 from Uganda Muslim Supreme Council revealed that 3 Acres of land to the school Attachment 23.	Yes	Passed
26	Sanni P/S Isingiro District	Yes	0	154>150	Memorandum of understanding see Attachment 24	Yes	Passed
27	Kyandera P/S Isingiro District	Yes	0	154>150	4 acres and proof of ownership of land seen. Attachment 25.	Yes	Passed
28	Rwamabara P/S Lyatonde District	Yes	0	205>150	4 acres with a memorandum of understanding on file, see attachment 28	yes	Passed
29	St. Paul Bukokola P/S Lyatonde	Yes	0	275>150	3 acres with a transfer letter, see attachment 29	yes	Passed
30	Igabi P/S Kisoro	Yes	0	210>150	10 acres of land and there is evidence of the land	Yes	Passed

	District				ownership see attachment 30		
31	Busanani P/S/ Kisoro District	Yes	0	176>150	5 acres of land and there is evidence of the land ownership, see attachment 31	Yes	Passed
32	Kiruruma P/S/ Kabale District	Yes	0	198>150	Documents provided dated 11 th June 2015 from Kabaya CoU revealed that the school was allocated 6 acres of land See attachment 62.	Yes	Passed
33	Kakindo P/S Rukungiri District	Yes	2	169 <300	3 acres of land and there is evidence of the land, see attachment 32	Yes	Passed
34	Kihembe P/S Kanungu District	Yes	0	197>150	16 acres of land and there is evidence of ownership, see attachment 33	Yes	Passed
35	Bwanja P/S Kanungu District	Yes	0	145<150	3 acres of land and there is evidence of ownership, see Attachment 34.	Yes	Passed. Management explained that the 5 students were absent due to sickness
36	Nahalondo P/S/ Butaleja District	Yes	1	793 >300	5 acres donated by the SDA church and evidence of ownership of Land seen Attachment 35.	Yes	Passed
37	Muti P/S /Mitooma	Yes	2	176<300	4 acres of Land and proof of ownership from the church	yes	The School has been passed even though the

	District				seen, see attachment 1		headcount was 120 pupils which is less than 150. Management explained that the pupils had not come because of the ongoing industrial action by the teachers. The Headmaster also added that it was market day
38	Kasa P/S/ Bushenyi District	Yes	0	161>150	The letter from St. Daniel Comboni Bitooma dated 10/03/2015 allocating the land seen.	yes	The school has been passed. However management should confirm with the foundation bodies the exact number of acres allocated to the school. See attachment 3.
39	Nyakahaama / Ibanda District	Yes	2	401>300	Letter from St Charles Lwanga Bubaare Catholic Parish dated 25/03/2015 allocating the land seen		The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school. See attachment 40.
40	Kateete P/S / Sheema	Yes	0	93<150	Documents provided dated 8 th March 2015 from Katete	Yes	The school has been passed however

	District				Catholic Church allocating the land to the school.		management should confirm with the foundation bodies the exact number of acres allocated to the school See attachment 42
41	Nyakayojo P/S/ Sheema District	Yes	2	293<300	Documents provided dated 12 th March 2015 provided by Nyakayojo CoU allocating the school land seen.	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school. Attachment 43
42	Hiriga P/S Butaleja District	Yes	1	496 >300	Documents provided dated 24 th June 2015 from CAO Butaleja allocating land to the school seen.	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school See Attachment 45
43	Namukhuyu P/S Bududa District	Yes	2	296 <300	Documents provided dated 23 rd June 2015 from Namukhuyu CoU allocating land to the school seen.	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres

							allocated to the school Attachment 9 and Attachment 47
44	Nangoma Community P/S Bududa District	Yes M	2	258 <300	Documents provided dated 23 rd June 2015 from foundation body allocating land to the school seen	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school Attachment 10 and Attachment 48.
45	Bunanganda P/S Manafwa District	Yes	0	369 >150	Documents provided dated 13 th October 2013 from Bunanganda Village allocating land to the school seen.	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school Attachment 11 and Attachment 49
46	Magoma P/S/ Nakaseke District	Yes	2	321 >300	Documents provided dated 22 nd June 2015 from Theotokos Holy Apostles Magoma Orthodox Church allocating land to the school seen.	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school

							Attachment 55
47	Kitagyenda P/S Kabale District	Yes	0	298>150	Documents provided dated 11 th June 2015 from Christ the King Catholic Parish allocating land to the school seen.	yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school Attachment 63
48	Rwenyangi P/S/ Rukungiri District	Yes	2	357>300	Documents provided dated 23 rd June 2015 from North Kigezi diocese allocating land to the school seen.	Yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school Attachment 64
49	Kinoni P/S/ Mubende District	Yes	2	340>300	Documents provided dated 24 th June 2015 from Kiganda Catholic Parish allocating land to the school seen.	yes	The school has been passed however management should confirm with the foundation bodies the exact number of acres allocated to the school See attachment 60.
50	St. Mary's Kitooro P/S/ Lwengo	Yes	0	413>150	Documents provided dated 23 rd June 2015 from St. Jude Thaddeus Catholic Parish	Yes	The school has been passed however management should

					allocating land to the school seen.		confirm with the foundation bodies the exact number of acres allocated to the school. Attachment 60.
51	Odravu COPE Centre/ Arua District	Yes	3	496 >300	Document provided dated 10 th June 2015 from St. Mary's Catholic Church Oluko revealed that the school was allocated 5 acres of land	Yes	Passed even though the school had more than 2 classrooms. Management explained that there was no ban on infrastructure development since the schools were selected 3 years ago in 2012. Attachment 65.
52	Kazo Model P/S /Kiruhura District	Yes	5>3	477/590	The documents provided by North Ankole Diocese province of the Church of Uganda dated 2nd May, 2014 allocating land to the school seen.	Yes	Passed. Management explained that there was no ban on infrastructure development since the schools were selected 3 years ago in 2012. However management should confirm with the foundation bodies the exact number of acres allocated to the school. See Attachments 4 & 38

53	Ihoho P/S / Mbarara District	Yes	5> 3	281<300	2 acres	Yes	Passed. Management explained that there was no ban on infrastructure development since the schools were selected 3 years ago in 2012.
54	Kabutare P/S/ Mbarara District	Yes	9 >3	291<300	Letter from church available.	yes	Passed. Management explained that there was no ban on infrastructure development since the schools were selected 3 years ago in 2012.
55	Tuku P/S Arua	Yes	9<3	902>300	20 acres	Yes	Passed. Management explained that there was no ban on infrastructure development since the schools were selected 3 years ago in 2012.

TABLE 2: SCHOOLS THAT FAILED TO PROVIDE PROOF OF LAND OWNERSHIP (9)

S/n	School name /Local Government	GoU aided school Y/N	Number of Permanent classrooms	Headcount/Enrolment of the school	Acres of land & Valid proof of Ownership	H/teacher is hired& has spent at least 15 out of 30 days in school	Comments
1	Awaliyo P/S/ Arua District	Yes	2	296 <300	No proof of ownership	Yes	No proof of ownership of their land.
2	Lutunga P/S/ Rakai District	Yes	7>3	238<300	No proof of ownership	Yes	No proof of ownership of their land.
3	Kyabiwa P/S/ Rakai District	Yes	4>3	218<300	No proof of ownership	Yes	No proof of ownership of their land.
4	Kitoola P/S/ Buikwe	Yes	4>3	48 <300	No proof of ownership	Yes	No proof of ownership of their land.
5	St.Jude – Kitigoma.P/S /Buikwe District	Yes	7>3	242 <300	No proof of ownership	Yes	No proof of ownership of their land.
6	MendeKalem a .P/S/ Wakiso	Yes	7>3	187<300	No proof of ownership	Yes	No proof of ownership of their land.
7	St. Charles Butawata P/S	Yes	6 > 3	206<300	No proof of ownership	yes	No proof of ownership of their land.

	Kalungu District						
8	St. Kizito NnaalinyaMuggale P/S/Kalungu District	Yes	6>3	996>300	No proof of ownership	yes	No proof of ownership of their land.
9	CooromTekwiri P/S Amuru District	The school is not a government aided school.					Does not qualify because it is a private school.