

**Planning, Budgeting and Implementation Guidelines for Local  
Governments  
for the Education Sector**

**Ministry of Education and Sports**

**FY 2020-2021**

# 07 Education Sector

## Budget and Implementation Guidelines

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## INTRODUCTION

These guidelines are issued by the Ministry of Education and Sports (MoES) to Local Governments (LGs) and schools to provide information about sector conditional grants, guide the preparation of local government budget estimates for the education sector, as well as the implementation of activities in the education sector. The guidelines apply to the full LG budget, and not just to spending from transfers provided by the central government. They guide budgeting and budget implementation in Higher Local Governments (districts and municipalities) as well as education facilities (business, technical and vocational education and training (BTSET) institutes). A separate document of planning, budgeting and implementation guidelines specifically designed for use by schools has been issued.

The guidelines are structured into three parts. Part 1 provides general information about the sector and conditional grants for education services, including: (i) national policies for the sector, (ii) the role and mandate of local governments in the sector, (iii) an overview of central government grants to local governments, (iv) allocation formulae for each grant. Part 2 outlines detailed sector budget requirements and implementation guidelines for wage, non-wage recurrent and development expenditures by LGs. Part 3 outlines the process for raising and addressing grievances. Annexes provide supplementary details, including the formats for applying for claims, school budgets, output codes and the templates/formats, which should be used by LGs and schools during implementation.

## PART I: GRANT INFORMATION

### 1 Purpose and Structure of Grants

#### 1.1 National Development Plan and Sector Policy Priorities

The overall sector objective is to provide for, support, guide, coordinate, regulate and promote quality in the delivery of Education and Sports to all persons in Uganda for national integration, individual and national development.

The National Development Plan (NDP) II indicates that the Education and Sports sector priorities over the next five years are aimed at:

- Achieving equitable access to relevant and quality education and training
- Ensuring delivery of relevant and quality education and training
- Enhancing efficiency and effectiveness of education and sports service delivery at all levels

The NDP II specifies that the sector will focus on the introduction of Early Childhood Development (ECD) programs and improvement of quality, equity, retention, relevance and efficiency in basic education. In addition, the development of skills will be expanded, particularly beyond the primary level. The sector will also prioritize the enhancement of the inspection function.

#### 1.2 Mandate of Local Governments

Responsibilities for delivering education and sports services are divided between central and local governments. According to Schedule 2 of the Local Government Act, the education and sports functions and services for which the district councils are responsible, subject to article 176(2) of the Constitution and Sections 96 and 97 of the Local Government Act, include but are not limited to provision of education services, which cover pre-primary (nursery), primary, secondary, teacher education, science technology innovation, special needs and technical and vocational education.

For purposes of budget management, the education and sports functions listed above are broken down into four Vote Functions as explained in the table below.

**Table 1:** The mandates of Vote Function at the LG level

Vote Function	Institutions	Associated LG Mandate/Functions of Vote Function at LG level
Pre-primary and Primary	Primary Schools	Delivery of quality primary education and retention of learners.
Secondary Education	Secondary Schools	Delivery of quality secondary education and retention of learners.
Quality (Education Inspection and Monitoring)	District Education/Municipal Education Department	<ul style="list-style-type: none"> <li>• The Municipal/District Education Office provides support supervision, monitor and inspect education service provision.</li> <li>• Sports &amp; Co-curricular Development Services</li> </ul>
Special Needs Education and career guidance	Primary and Secondary schools	<ul style="list-style-type: none"> <li>• Recruitment, training and purchase of specialised equipment and equipping the institutions.</li> <li>• Address issues that affect the learners' ability to complete education cycle</li> </ul>

Some aspects of these services have not yet been fully devolved, including:

- Recruitment and transfer of secondary school teachers, as well as vocational instructors, is managed by the MoES, though wages are paid through grants to Local Governments.
- Special needs education is a function of the LGs but not currently covered by the transfer system. The funds are still controlled at the centre and provided to LGs as subventions.

### 1.3 Overall Structure and Purpose of Sector Grants

The purpose of the sector grants are:

- To pay salaries of education staff in primary, secondary, tertiary and vocational institutions
- To fund operational costs of running primary, secondary, tertiary and vocational institutions
- To fund maintenance of school facilities
- To facilitate inspection, monitoring and support supervision of all institutions
- To facilitate measures to improve learning outcomes and attract more learners
- To finance sports activities
- To finance capital development and maintenance works of primary and secondary schools

The structure and purpose of the education sector grants is summarized in the table below. This includes one wage, one non-wage and one development conditional grant. Within the wage and non-wage grants, allocations are earmarked to the Vote Functions for (a) pre-primary and primary education, (b) secondary education, and (c) skills development. Funds that are earmarked within a grant are marked as ‘of which’ (o/w).

**Table 2:** The structure and purpose of the education sector grants

Grant	Purpose
<b>Wage Conditional Grant</b>	To pay salaries of education staff in primary, secondary and BTVET institutions.
o/w Pre Primary and Primary	
o/w Secondary Education	
o/w Skills Development	
<b>Non-Wage Conditional Grant</b>	To fund: (i) operational costs of running primary, secondary and BTVET institutions; (ii) the management and oversight of those institutions including measures to improve learning outcomes and increase enrolment; (iii) sports & co-curricular activities; and (iv) maintenance works.
o/w Pre Primary and Primary and education management	
o/w Secondary Education	
o/w Skills Development	
<b>Development Conditional Grant</b>	To finance capital development works of primary and secondary schools.
<b>Transitional Development – Presidential Pledges</b>	To fund ad hoc capital investments and rehabilitation works, including presidential pledges.

## 2 Sector Grant Allocation Formulae

Allocation formulae are used to distribute grant funding between different Local Governments in a fair, equitable and objective manner. This section summarizes the allocation formula for each grant, including the variables used and their relative weight which form the basis of allocations. Further details of the formulae, the underlying variables and their source and actual allocations to individual LGs can be found on the Online Transfer Information System (OTIMS) link on the Uganda Budget Website: [www.budget.go.ug/fiscal\\_transfers](http://www.budget.go.ug/fiscal_transfers). Other features to enable simple explanation of the same are to be found elsewhere on [budget.go.ug](http://budget.go.ug).

Grant allocations in the budget are automatically calculated by OTIMS based on the formula and phase in principles. Wage grants are allocated on the basis of the number of staff in the staff lists and recruitment plans for each LG.

### 2.1 Education Non-Wage Recurrent Grant Allocation

The non-wage recurrent grant will be allocated across LGs in two steps: First, minimum allocations to cover school capitation are calculated based on the unit costs detailed in the section '[Capitation Grants and Operational Costs of Education Facilities](#)'. The remainder of the grant is then allocated based on a formula using the variables and weightings in Table 3 below. Allocations are calculated separately for earmarked allocations for primary, secondary and BTVET education.

The same formula is used for primary and secondary allocations. However, the allocation for primary education uses variables tied to primary schooling (primary enrolment and school performance) while the earmarked allocation for secondary education uses variables related to secondary schooling (secondary enrolment and school performance).

BTVET allocations for each LG are calculated by the MoES to reflect the distribution and needs of these institutions.

**\*\*NB:** Please also note that all population related data in the formulae laid out below includes refugee numbers.

**Table 3:** Education non-wage recurrent grant formula

Variable	Weight	Justification
Number of learners	90	The actual number of children in school is a key driver for operational costs of education services. More students need more capitation grants and other school inputs.
Performance index <sup>1, 2</sup>	6	Those local governments with lower proficiency in English and Math will receive additional resources to be used to help equalize key education performance outcomes.
Population in Hard to Reach, Hard to Stay Areas	2	Mountainous, islands, rivers, etc., have peculiar terrain which increases the cost of providing services. The formula provides greater allocations to these areas.
Land area	2	Land area can impact the cost of providing education, especially in sparsely populated areas with a large land size such as Karamoja region. The formula therefore makes allowance for this.

<sup>1</sup>Indicator is reversed – lower scores give higher allocations

<sup>2</sup>Weighted by Population of school going age

## 2.2 Education Development Conditional Grant Allocation

The development grant is also allocated across LGs in two steps: First, funds for the jointly selected projects are allocated based on the construction unit costs detailed in section '[Unit costs for eligible investments](#)'. The remainder of the grant is then allocated using an allocation formula with two components: (i) the **basic component** is calculated using the variables and weights in Table 6 (50%); and (ii) the **performance component** is calculated based on the results of the LG performance assessment system (50%), further explained in the section '[Performance component of the allocation formula](#)'.

**Table 4:** Steps in development grant allocation

Allocation step	Share
Step 1: Jointly selected projects / Seed secondary schools	approx. 70%
Step 2: Formula and LGPA based components	The remainder

### 2.2.1 Development grant formula

**Table 5:** Basic formula variables

Variable	Weight	Explanation
Population of school going age	30%	Is a proxy for the number of potential children who should be in school and the corresponding need for education infrastructure.
Inverse Net enrolment <sup>1,2</sup>	30%	For increased targeting to fund maintenance etc in districts where net enrolment is lower
Fixed Allocation	19%	A fixed allocation ensures that there is a minimum development grant allocation for each LG.
Performance Index USE <sup>3</sup>	5%	Those local governments with lower proficiency in English and Math will receive additional resources to help reduce class sizes and improve education facilities.
Performance Index UPE <sup>4</sup>	5%	
Population in Hard to Reach, Hard to Stay Areas	3%	Mountainous, islands, rivers etc. have peculiar terrain which impacts the cost of education services. The greater allocations are provided to these areas.
Land area	2.5%	Land area can impact the cost of providing education, especially in sparsely populated areas with a large land size.
Islands	0.5%	For the additional costs incurred by Islands in two votes.
Urban population	5%	So that Municipal LGs' allocations better reflect their population.

<sup>1</sup> Inverse net enrolment = population of school going age divided by enrolment

<sup>2</sup> Weighted by Rural population

<sup>3</sup> Weighted by Population of primary school going age

<sup>4</sup> Weighted by Population of secondary school going age

**Table 6:** Components of development grant formula

Component	Share	Explanation
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Local Government Performance Assessment formula subcomponent	50% LGPA scores will be squared to sharpen incentives	To incentivize education-related local government performance.
Basic formula subcomponent	50%	To balance equity and performance incentives

### 2.2.2 Performance component of the allocation formula

An annual performance assessment will be conducted for each Local Government with the results posted on the Budget Website ([http://budget.go.ug/fiscal\\_transfers/page/assessment\\_results](http://budget.go.ug/fiscal_transfers/page/assessment_results)). Local Governments that score above average (the mean score) in this assessment will receive a larger share of the development grant relative to other Local Governments in the next fiscal year. Scores are *squared* for the allocation calculation. This means that a district that performs well, receives a relatively greater reward than if the scores were not squared.

The impact from the results of the assessment will be weighted (scaled) with the basic allocation formula as outlined above to ensure that every performance indicator has a noticeable impact on the actual size of the allocations, and that the system provides appropriately sized incentives for all (larger as well as smaller LGs). The system will ensure that LGs with a performance score above the average score will receive additional funding and a LG with a score that is below the average will be allocated lower resources. The system also ensures that all the funds are allocated (no balances). The details have been programmed in OTIMS which is a function of the Programme Budget System (PBS).

In general terms, the formula for determining performance weighted total formula component allocations is: Performance weighted allocation for LG “X” = [Total Grant Resources \* 50% \* Allocation Formula Share for LG “X”] + [Total Grant Resources \* 50% \* Score \* Score \* Allocation performance share for LG “X”]

To illustrate this further, here are two more examples using the 50% basic formula / 50% LGPA split for FY2019/20:

**Example 1:** LG “Test District” gets UGX500 million according to the basic allocation formula component. In the assessment the LG achieves 55 points on the education area, which is 10% better than the average LG. If 50% of the formula resources are allocated using the performance weighted formula, this means that LG “Test District” gets a basic allocation of UGX250 million, plus a performance weighted allocation of approximately UGX250 million\*110\*110%, given the squaring of the LGPA score. In total this would result in about UGX552.5 million, which is an increase of 11% over the allocation the LG “Test District” would have received had the allocation been calculated using only the basic allocation formula for 100% of the allocation. The exact amount depends on an adjustment for the sample distribution, and could be slightly smaller or larger. In other words, UGX52.5 million is the incentive for continuing with a good performance as measured relative to all other districts and municipalities.

**Example 2:** LG “Second Test District” gets UGX500 million according to the basic allocation formula. In the assessment the LG achieves 45 points, which is 10% worse than the average LG. If 50% of the formula- component resources are allocated using the performance weighted formula, this means that LG “Second Test District” gets a basic allocation of UGX 250m, plus a performance weighted allocation of approximately UGX250 million\*90%\*90%. In total this would result in circa UGX452.5 million, which is a decrease of 9.5% over the allocation the LG “Second Test District” would have gotten had the allocation been done using the basic allocation formula for 100% of the allocation. The exact amount depends on an adjustment for the sample distribution, and could be slightly smaller or larger.

## PART II: BUDGET AND IMPLEMENTATION REQUIREMENTS

The LG budget is split between revenues and expenditures, and between wage, non-wage and development activities.

The revenue budget captures information on the funding sources received by the LG and allocated to the Education Work Plan. This includes own source revenues, unconditional grants, conditional grants and other financial resources received from central government and donors.

The expenditure budget is used to allocate these resources to specific expenditures and activities. As noted in Part I of these guidelines, expenditures are recorded as both *items* (what inputs are being purchased) and *outputs* (what activities and investments are being funded).

### Not all revenues may fund all kinds of expenditures:

- Wages are financed by education sector conditional grants for education staff in primary, secondary and BT/VET institutions and Unconditional Grants for permanent staff in District/Municipal Education Offices.
- Non-wage recurrent spending may be financed by LGs' own source of revenue; education sector conditional grants and Unconditional Grants; and Development Partner support
- The development budget can be financed by LGs' own source of revenue; education sector conditional development grants, Discretionary Development Equalisation Grant; and Development Partner support.

The budget and implementation requirements described in part of the **guidelines apply to the full budget allocated to the Education Work Plan**, and not just to conditional grants described in Part I.

## 3 Summary of Budget Requirements

LGs must prepare their budgets for education and sports services in a way that is consistent with the sector budget requirements outlined below. These provide some restrictions over the outputs and inputs which may be funded under the oversight of the Higher Local Government Education Department (DEO/MEO).<sup>1</sup> They also set some procedures for executing the budget and reporting on financial and non-financial performance of the budget.

The MoES will review adherence to the sector requirements each year before Performance Contracts are signed between the Permanent Secretary / Secretary to the Treasury of the Ministry of Finance and Economic Development and Chief Administrative Officer of each LG. Failure to comply with these requirements in the preparation of the budget or during implementation may result in sanctions against the Chief Administrative Officer.

**Table 7:** Budget Requirement summary

Area	Summary of Requirements
<b>Wage</b> (grant item code 321466) and	<ul style="list-style-type: none"> <li>• Salaries of permanent staff (item 211101) must be within the overall staff and budget ceilings set by the Ministry of Public Service.</li> </ul>

<sup>1</sup> Outputs reflect 'what activities are being funded' and have a code which begins with the Sector (07 Education), followed by the Vote Function (e.g. 81 Primary), and the Output code (two further digits in the budget). These can be grouped into wage outputs, non-wage outputs for higher local governments, non-wage outputs for lower local governments, and capital outputs. The budget for each Output will also reflect 'what inputs are being purchased' such as salaries, allowances, etc..

Area	Summary of Requirements
salary related costs (item codes 211102 and 211103)	<ul style="list-style-type: none"> <li>Salary allocations must include staff in post, be within the approved structure and salary scales within a given financial year.</li> <li>School and BTVET allocations should follow the MoES staffing norms, including: <ul style="list-style-type: none"> <li>Each primary school must have at least a head teacher and a minimum of 7 additional teachers, or a minimum of one teacher per class for a school which does not cover all grades up to primary seven. (Output 078101)</li> <li>Each secondary school must have at least a head teacher, and one subject teacher per class. (Output 078201)</li> <li>Salaries for staff at BTVET institutions should be within the approved structure. (Output 078301)</li> </ul> </li> <li>The hard-to-reach allowance should be equivalent to 30% of a member of staff's salary and must be provided for staff in the hard-to-reach areas outside town councils and Higher Local Government headquarters, in line with the Hard-to-Reach Framework and schedule designated by the Ministry of Public Service.</li> <li>The District Education Department must prepare a recruitment plan and submit it to the Human Resource Management (HRM) Department for the vacant positions of teachers and District/Municipal Education Officers.</li> <li>The LG recruitment plan should allocate additional teaching staff to schools with the highest vacancy rates. A table that provides evidence for this should be included in the recruitment plan.</li> </ul>
<b>Non-wage recurrent</b> (grant item code 321467)	<ul style="list-style-type: none"> <li><i>School capitation (Outputs 078151, 078152, 078153):</i> Minimum school capitation allocation will be provided by the MoES for each school, and pre-loaded in the Programme Budgeting System. Final budget allocations must not be less than this amount, and can be increased beyond this amount at the discretion of the LG. School guidelines must be printed and provided to schools, donor partners, SMCs and parents.</li> <li><i>Education management services and monitoring (Output 078401):</i> Must include DEO's/MEO's expenses for monitoring of all schools and institutes in the LG at least once per year, as well as activities to mobilise and attract children to school and improve learning outcomes (e.g. by supplementing procurement of MoES recommended scholastic materials to underserved schools from a prequalified list of suppliers). <b>At a minimum, this function must be allocated a fixed rate of US\$ 4.5 million per LG, plus US\$ 100,000 per school, the level of the former DEO monitoring grant.</b></li> <li><i>School inspections (Output 078402):</i> Must cover all expenses for inspection of all schools and institutes in the LG at least once per term. <b>At a minimum, inspection must be allocated a fixed rate of US\$ 4 million per LG, plus US\$ 168,000 (3 inspections at US\$ 56,000) per school for the 3 terms.</b></li> <li><b>Up to US\$ 40 million of any remaining NWR funds</b> should be used to top up the Education Management &amp; Sports management activities. The breakdown of the US\$ 40 million allocation is as follows: <ul style="list-style-type: none"> <li>US\$ 10 million must be allocated towards capacity building support to schools and community stakeholders. Key activities may include among others; orientation and training of Head Teachers and SMCs, dissemination of sector policies and guidelines to schools.</li> <li>The 30 million remainder should be allocated towards maintenance of school infrastructure and investments in schools (output 078404) and</li> </ul> </li> </ul>

Area	Summary of Requirements
	output 078403 (Sports & Co-Curricular Development Services)sports & co-curricular development services).
<b>Development</b> (grant item code 321470)	<p>The Education Development Budget shall be used as follows:</p> <ul style="list-style-type: none"> <li>• At least 95% of development budget will be used for capital investments, to fund rehabilitation or construction of service delivery and administrative infrastructure (Education Output codes ending with 80, 81, 82 or 83).</li> <li>• LGs must not budget for activities specified as ineligible expenditures for capital investment.</li> <li>• The following capital investments in school facilities can be funded: <ul style="list-style-type: none"> <li>○ Construction of Seed Secondary schools within earmarked sub-counties, as per the 2015 EMIS mapping exercise. To this end, the MoES shall issue the list of schools to be constructed, and the beneficiary sub-counties as outlined in the section '<a href="#">Selecting infrastructure projects and budgeting for capital investments</a>'.</li> <li>○ Outstanding Presidential Pledges for primary or secondary schools as captured in the MoES database for Presidential Pledges should also be prioritized.</li> <li>○ Construction and rehabilitation of existing infrastructure and facilities which are below the national Minimum Quality Standards for school infrastructure and below the specific LG average if all schools are above the minimum standards. Priority should be given to (a) science laboratories in secondary schools that have none (b) sanitation and hygiene facilities (c) teaching and learning facilities (d) furniture (e) teachers' houses. Latrines and classroom construction and equipment could also be possible uses of the Budget.</li> <li>○ New school construction in sub-counties without secondary schools, and other exceptional circumstances. However, the LG must receive written authorisation from MoES before budgeting for a new school to be constructed.</li> <li>○ Schools affected by natural disasters.</li> </ul> </li> <li>• For all capital expenditures the Local Government must budget inputs for investment service costs and engineering supervision costs<sup>2</sup> must be budgeted for up to a maximum of 5% or Ushs. 50 million, whichever is lower, of the total development budget allocations to education infrastructure construction and rehabilitation (outputs ending with 80, 81, 82 or 83).</li> </ul>

## 4 Sector Requirements for the Wage Grant

### 4.1 Budgeting Requirements for the Wage Grant

The Districts and Municipalities are responsible for **payment of salaries of education staff in primary, secondary and BTVET institutions**. The education wage conditional grant is used to pay permanent

<sup>2</sup> Investment service costs are costs associated with the preparation of a capital project. They comprise item codes: 281501 Environment Impact Assessment for Capital Works; 281502 Feasibility Studies for Capital Works; 281503 Engineering and Design Studies & Plans for Capital Works; 281504 Monitoring, Supervision & Appraisal of Capital Works.

teaching staff in primary, secondary and BTVET institutions. Secondary and BTVET teachers must have an appointment letter and posting instructions from the MoES. The permanent staff in District/Municipal Education Offices must be budgeted for from the unconditional wage grant.

Salaries of permanent staff must be within the overall **staff and budget ceilings** set by the Ministry of Public Service in consultation with the MoES. Salary allocations must include staff in post, be within the approved structure and salary scales within a given financial year. This will be provided in a schedule by the Ministry of Public Service. In addition, the Education Department must prepare a recruitment plan and submit it to the Human Resource Management (HRM) Department for the vacant positions of teachers and District/Municipal Education Offices. The recruitment plan should rank schools according to vacancy rates, and allocate additional teaching staff to schools with the highest vacancy rates first. To ensure that staffing requirements and recurrent costs for this are adequately provided for, LGs must submit the respective school staffing requirements to the MoPS by September 30<sup>th</sup>, with copy to the MoES and MoFPED.

The budget must include all existing government primary and secondary schools and meet **minimum staffing requirements** (covering both staff in post and recruitment plan). For primary schools, the District/Municipal must budget for a Head Teacher and minimum of seven teachers per school (or a minimum of one teacher per class for a school which does not cover all grades up to primary seven. For secondary schools, the District/Municipal must budget for a head teacher, and one subject teacher per class. For Education Department, the District/Municipal must budget for positions as per staff structure, where there is a wage bill provision.

The hard-to-reach allowance equivalent to 30% of staff's salary must be provided for staff in the hard-to-reach areas **outside town councils and Higher Local Government headquarters**, in line with the Hard-to-Reach Framework and schedule designated by the Ministry of Public Service.

## 4.2 Budget Implementation Requirements for the Wage Grant

### 4.2.1 Human resource management of teachers

The **District/Municipal LG is required to ensure:**

- The structure for primary teachers with a wage bill provision is filled.
- Proper deployment of primary school teachers across primary schools. Each primary school must have at least a head teacher and a minimum of 7 additional teachers. If sufficient teachers are available in the LG, each school must be allocated one teacher for every 53 students.
- Teaching staff should be equitably distributed across schools in the LG. If any school in the LG has more than the minimally required number of teaching staff, and more than one teacher for every 53 students, while other schools in the LG do not meet minimum staffing requirements and have more than 53 students per teacher, then teaching staff should be redeployed to improve equity in staffing across schools.
- Teachers as indicated in the staff lists are actually deployed in the schools – teaching in schools where they are deployed/appear on the payroll. If not, provide evidence that re-deployment has been formally requested in a letter from the LG to MoPS.
- Teachers are appraised on a termly basis by the Head Teacher. Teacher appraisal reports should be archived for future reference.
- Head Teachers are appraised. Appraisals should be based on recommendations provided by inspectors. The primary school head teachers should be appraised by Senior Assistant Secretaries at the Lower Local Government (Sub-county, Town Council or Municipal Division. The secondary school head teachers should be appraised by the Chairperson of the Board of Governors. Head Teacher appraisal reports should be archived for future reference.

The **Head Teacher, under the oversight of the SMC/BOG, is required to ensure:**

- Each school publishes the list of teachers on its payroll on the school noticeboard;
- The staff attend duty. Each school should have attendance registers, which must be filled by all teachers on a daily basis.
- Teachers should follow the education service Notice, 2012 (teachers' professional code of conduct).
- Teachers who do not comply to the professional code of conduct are disciplined.
- All teachers in a school are appraised annually.

#### 4.2.2 Human resource management of District/Municipal staff

The **District/Municipal LG is required to ensure:**

- All positions of School Inspectors and District Education Office staff are filled as per staff structure, where there is a wage bill provision.
- Equitable deployment of School Inspectors across the LGs. Each county must have at least one School Inspector assigned to it.
- School Inspectors and all other Education Management staff are timely appraised. Education Management staff are appraised by the DEO and the DEO is appraised by the CAO/TC.

The **School Inspectors and Education Management are required to ensure:**

- All public and private schools are inspected at least once per term and reports produced.
- Guidelines, policies, circulars issued by the national level are effectively communicated and explained to schools.
- School reports have been discussed and used to recommend corrective actions, and that those actions have subsequently been followed-up.

## 5 Sector Requirements for the Non-Wage Recurrent Grant

In the Higher Local Government budget, non-wage recurrent budget allocations include funds for:

- The **operating costs of running primary, secondary and BTVET institutions** and
- The **operating cost of management and oversight of education services**

The budget and implementation requirements are outlined separately for these two types of activities. Section 8 provides further rules for schools and BTVET institutions to follow.

### 5.1 Budgeting Requirements for the Non-Wage Recurrent Grant

#### 5.1.1 Capitation Grants and Operational Costs of Education Facilities

The **allocation of the capitation budget for schools and tertiary institutions** will be pre-loaded into the PBS by the MoES using the verified enrolment figures and approved list of schools and tertiary institutions in Local Governments. The allocation for primary and secondary schools will be based on the approved unit costs per school and per learner as per the table below. The allocation for tertiary institutions will be determined by the MoES.

**Table 8:** Capitation unit costs



Type of school	Output	Unit	Minimum per	
UPE	078151	Per school	US\$ 1,350,000	
		Per learner	US\$ 17,000	
		Per learner (SNE)	US\$ 18,700	
USE - government aided	078251	Per learner	US\$ 175,000	
		Per learner (SNE)	US\$ 192,500	
USE - partnership		Per learner	US\$ 47,000	
Special Needs Education	078351	Per learner	US\$ 1,230,000	
UPOLET - government aided		Per learner	US\$ 270,000	
UPOLET – partnership		Per learner	US\$ 255,000	

The capitation for schools that have significantly higher costs in delivering education services because they lie in hard-to-reach areas (as classified by the Ministry of Public Service) may be supplemented by a **hard-to-reach capitation** of up to US\$ 2,000 per learner, in line with greatly increased resources for Education Offices. The unit cost for Special Needs Education is to cater for vocational training and meet boarding expenses.

MOES will review these capitation levels on an annual basis, depending on the resources available, so that the variable component is increased.

The District/ Municipal Education office is required to **verify and confirm the list of schools and tertiary institutions**, their enrolment and budget allocation in the Programme Budgeting System (PBS), and notify the MoES in writing, if a school or its enrolment have been listed incorrectly or missed.

### 5.1.2 Management and Oversight

LGs have a statutory responsibility to provide **support supervision, monitoring and inspection of education service provision** through the Education Department with the aim to improve learning outcomes and attract more learners to schools. They are also responsible for playing an oversight role over primary school teachers.

To ensure LGs fulfil their monitoring and inspection functions the following **minimum budget requirements** apply:

- *The budget for education management services and monitoring (Output 078401)* must include DEO's/MEO's expenses for monitoring of all schools and institutes in the Local Government at least once per year and **must be allocated a minimum of a fixed rate of US\$ 4.5 million per Local Government, plus US\$ 100,000 per school, the level of the former DEO monitoring grant.**
- *The budget for school inspections (Output 078402)* must cover all expenses for inspection of all schools and institutes in the Local Government at least once per term. **At a minimum, inspection must be allocated a minimum of a fixed rate of US\$ 4 million per Local Government, plus US\$ 168,000 (3 inspections at US\$ 56,000) per school for the 3 terms.**

Local Governments that are classified as **hard-to-reach** may budget higher unit costs for inspection and monitoring of up to US\$ 120,000 per school per term, to cover the higher cost of reaching schools.

### 5.1.3 Activities to be funded under the program 0784 – Education and Sports Management

Non-wage expenditures for management and oversight may be allocated to (i) management of education service delivery and monitoring (Output 078401); (ii) school inspections (Output 078402); (iii) sports and co-curricular development services (Output 078403); and/or (iv) maintenance of school infrastructure (Output 078404).

Following allocations for school capitation and the core education management, inspection and monitoring functions using the approved unit costs above, up to US\$ 40 million of any remaining NWR funds **should**

**be used to top up the Education Management & Sports management activities. The breakdown of the US\$ 40 million allocation is as follows:**

- US\$ 10 million must be allocated towards capacity building support to schools and community stakeholders. Key activities may include among others; orientation and training of Head Teachers and SMCs, dissemination of sector policies and guidelines to schools.
- The 30 million remainder should be allocated towards maintenance of school infrastructure and investments in schools (output 078404) and output 078403 (Sports & Co-Curricular Development Services).

It is planned to increase this grant significantly over time, to allow Education Departments to expand their activities on the other outputs above. Still, LGs are encouraged to augment central government transfers with funds from own source revenues and other sources to support these key education service delivery mandates.

## 5.2 Budget Implementation Requirements for the Non-wage Recurrent Grant

The Non-Wage Recurrent Grant should be used by the Higher Local Government Education Departments (DEO/MEO) for the following activities:

- 1) ***Management of education service delivery and monitoring (output 078401).*** Budget allocations should be used to enhance the oversight role of the DEO/MEO by for example:
  - a. Carry out monitoring and support supervision including, follow up to ensure that: schools have been inspected; inspection reports are accurate; and recommendations are being implemented.
  - b. Preparation and presentation of issues requiring attention of education committee of the LG Council including on findings from inspections, functionality of School Management committees, Board of Governors and Governing Councils, grant management etc.
  - c. Holding meetings with school head teachers to explain and disseminate various guidelines, policies, circulars issued by the MoES during the year.
  - d. Fostering transparency and accountability: publicising all schools receiving non-wage recurrent grants, e.g. through posting information on public notice boards. Ensure that schools have submitted accountability to the LG.
  - e. Supporting the school planning, budgeting and financial reporting processes and reviewing budgets and financial statements.
  - f. Ensure that direct transfers to schools are planned and executed as per the budget and that necessary changes to the existing list of schools are approved by the MoES.
  - g. Ensuring all schools accurately complete and timely submit EMIS forms and monthly returns to the DEO's/MEOs office. DEOs/MEOs are required to forward these returns to MoES.
  - h. Verify and confirm the list of schools and tertiary institutions, their enrolment and budget allocation in the Programme Budgeting System (PBS), and notify the MoES in writing, if a school or its enrolment have been listed incorrectly or missed by December 15<sup>th</sup>
  - i. Maintaining a register of school assets and their condition.
  - j. Human Resource Management, including budgeting, recruitment and deployment of teachers and conducting performance appraisals of head teachers.
  - k. DEO/MEO to collect data on requests made by the MoES.
  - l. Education department staff to discuss guidelines, inspection reports, school feeding etc.
  - m. Attend sector meetings at regional and national level.

The DEO/MEO is also responsible for strategies to mobilize and attract children to school and improve learning outcomes. As part of the increased funding to the DEO/MEO, LGs are required to



put in place measures that ensure children join and stay at school. Potential activities that may be undertaken include:

- a. LGs to facilitate enactment and implementation of bye-laws and ordinances to enforce the policy on the official primary school entry age of 6 years.
- b. LGs and the schools to sensitize parents/guardians on the above policy.
- c. LGs to institute local verification strategies within communities aimed at identifying children that should be in school but are not. Such communities can then be targeted for sensitization.
- d. LGs to involve political and opinion leaders in advocacy campaigns to mobilise communities on their role towards school feeding, HIV/AIDS, negative social cultural norms and practices, environmental issues, child protection issues. Parents /guardians are required to provide lunch for their children. Lack of lunch is one of the leading causes of school dropout and poor performance at school.
- e. Enlist greater involvement of parents to participate in monitoring and assessing school performance and accountability: to be concerned about absenteeism of pupils/students, head teachers and teachers; mobilize parents to attend school Open Days, Class Open Days and other functions in schools.
- f. All LGs, but especially LGs whose students perform, on average, lower than the national average performance (see the performance league table in the Annex 4, are required to budget for activities geared towards improving student performance such as:
  - Organizing refresher seminars for teachers to improve teaching methods and adherence to approved curricula.
  - Supplementing procurement of MoES recommended scholastic materials to underserved schools.
  - Support underperforming schools to develop and implement school improvement plans focusing on student and teacher performance.
  - Provide training support to strengthen SMC's capacity to execute their oversight roles and responsibilities in school management.

2) ***School inspections (Output 078402).*** The DEO/MEO is responsible for inspection of schools in accordance with good practices and guidelines determined by the MoES in the *Handbook for School Inspection, 2006 Ministry of Education and Sports*. This includes:

- a. Ensuring a minimum of one (1) inspections per school (both government and private) per term and inspection reports produced in line with guidelines and Handbook for school inspection issued by MoES (*Handbook for School Inspection, 2006 Ministry of Education and Sports*).
- b. Hold departmental meetings to analyze inspection reports and agree corrective actions.
- c. Hold meetings with school head teachers to discuss school inspection reports and use these reports to provide recommendation for corrective action(s).
- d. Support school head teachers to prepare action plans/school improvement plans to address identified areas of weakness.
- e. Conducting follow up visits to check whether corrective action(s) have been implemented.
- f. Submission of school inspection reports to the Directorate of Education Standards (DES).
- g. Recommend interventions for special needs learners.

Given the shortage of school Inspectors across LGs, DEOs/MEOs are required to make use of the Associate Assessor Model (AAM) to supplement their staff strength for this function. LGs can draw on the pool of retired teachers who underwent inspection training recently under the World Bank funded Global Partnership for Education program (approximately 10-15 per LG except for new LGs), achieve the requisite inspection targets within the available resources (*See Guidelines on Associate Assessor Model issued by MoES*).

- 3) ***Sports and Co-curricular Development Services (Output 078403)***. LGs are required to allocate a proportion of the remaining non-wage recurrent funds towards facilitation of sports and co-curricular activities at the LG and regional level to motivate learners to engage in school. Specifically funds will be used to:
- Facilitate students to participate in regional or national sports competitions and co-curricular activities.
  - Monitor and support schools to ensure that school physical education and co-curricular activities are incorporated within the academic program.
- 4) ***Maintenance of school infrastructure (Output 078404)***. The LG is responsible for ensuring schools are maintained according to the minimum condition standards specified by the MoES. Following deduction of capitation, inspection and DEO monitoring grant allocations, LGs may use remaining funds, if any, for minor maintenance of school infrastructure. Within its annual workplan, the LG Education department should include a plan and budget for school maintenance activities in line with the 5-year development and priorities identified from assessment of the asset register of education facilities in the subsequent year(s). Eligible operations and maintenance activities include:
- Audits of the condition of school buildings at least once a year to ensure that they meet minimum quality standards.
  - Maintenance work based on priorities identified from condition assessment
  - Emergency repairs of school infrastructure affected by natural disasters.
  - Supporting schools to meet outstanding furniture needs

Maintenance activities must be:

- Prioritised in line with the condition assessment and school-level maintenance schedule
- Appraised and discussed by the technical planning committee and the District Education Committee
- Approved by the Council and publicized to the beneficiary community and school
- In adherence to procurement procedures spelled out in the PPDA Regulations (2014) and guiding criteria provided by the MoES
- Accounted for in the LG performance reports

## 6 Sector Requirements for the Development Grant

As per decentralization policy, the LGs are responsible for planning, procurement, construction of education infrastructure investments. These guidelines should apply to all decentralized school infrastructure construction irrespective of funding source. The MoES (the Construction Management Unit including the Engineering Assistants; Secondary and Primary Education Departments) will remain responsible for formation of policies, setting national standards, providing guidelines, providing construction designs, offering support supervision and monitoring outcomes within the context of Minimum Quality Standards. All parties should take special notice of the enhanced procedures herein, which address the jointly executed projects where needed, to ensure that land issues are adequately addressed.

### Minimum Quality Standards for school infrastructure

- The Minimum Service delivery standards/norms for every primary school are:
  - Classroom: pupil ratio of 1:53
  - Desk: pupil ratio of 1:3;

- Latrine Stance: pupil ratio of 1:40;
  - Permanent accommodation for at least four (4) teachers;
  - At least one 10,000l water harvesting tank per school;
  - At least one changing room per school.
- Minimum Service delivery standards/norms for every secondary school are:
    - Classroom: student ratio of 1:60;
    - Desk: student ratio of 1:3;
    - Latrine Stance: student ratio of 1:40;
    - Permanent accommodation for at least four (4) teachers;
    - At least one multi-purpose science laboratory per school.
    - At least one 10,000L water harvesting tank per school;
    - At least one changing room per school;
    - At least one sick bay per school.

The construction of school infrastructure is expected to have positive economic and social impacts including improved service delivery; increased employment opportunities during the construction or rehabilitation of infrastructure; development of the private sector; and increased accountability downwards as well as upwards in the public sector. It has to be acknowledged that the construction might have negative environmental and social impacts. However, the construction location and design should be chosen to minimize these potential negative impacts, and to fully mitigate any potential for land disputes. These guidelines have built-in measures to mitigate these risks.

## 6.1 Budgeting Requirements for the Development Grant

The Education Development Budget will be either used for capital investments and capacity development as follows:

- At least 95% of development budget will be used for capital investments and to fund rehabilitation or construction of service delivery and administrative infrastructure.
- More than zero and up to 5% of the development budget or Ushs. 50 million per Local Government, whichever is lower, will be used to fund investment service costs such as developing bills of quantities, engineering supervision and environmental impact assessment costs.

Planning and budgeting for constructing school infrastructure has to comply with the LG planning and budgeting guidelines issued by the MoFPED. The infrastructure development activities must be derived from guiding criteria provided by the MoES, the LGs' 5-year development plan and incorporated in the annual plans and budgets approved by the LGs.

### 6.1.1 Allocations to Outputs

Allocations to school facilities must be made to the following outputs:

- Primary Education
  - Output: 078180 Classroom construction and rehabilitation
  - Output: 078181 Latrine construction and rehabilitation
  - Output: 078182 Teacher house construction and rehabilitation
  - Output: 078183 Provision of furniture to primary schools
- Secondary Education
  - Output: 078280 Classroom construction and rehabilitation
  - Output: 078281 Administration block rehabilitation
  - Output: 078282 Teacher house construction
  - Output: 078283 Laboratories and science room construction

### 6.1.2 Eligible Expenditures

LGs must not budget for activities specified as Ineligible Expenditures for capital investment. The table below provides an indicative list of **capital investments and other development activities** which may or may not be funded under the sector development budget from central government grants:

**Table 9:** Eligible development grant expenditures

	<b>Eligible Expenditures under the Development Budget</b> (what may be funded)	<b>Ineligible Expenditures</b> (examples of what may not be funded)
Primary education	<ul style="list-style-type: none"> <li>• Construction, rehabilitation, renovation of classrooms</li> <li>• Construction, rehabilitation and renovation of School Administration Blocks</li> <li>• Procurement of classroom and office furniture</li> <li>• Construction of teachers' houses</li> <li>• Construction of sanitation facilities Construction of rain water harvesting facilities at schools</li> <li>• Construction of dormitories in primary schools with peculiar conditions (e.g. in Sebei region, Karamoja region - this varies accordingly and priority is given to the girl child)</li> <li>• Other infrastructure for schools (offices; kitchen and store; lightening conductors; fencing)</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement of Vehicles</li> <li>• Construction of DEO's Offices</li> <li>• Compulsory land purchase</li> </ul>
Secondary Education	<ul style="list-style-type: none"> <li>• Construction of new classrooms</li> <li>• Rehabilitation/renovation of classrooms</li> <li>• Procurement of classroom and office furniture</li> <li>• Construction of teachers' houses in hard to stay areas</li> <li>• Construction of sanitation facilities</li> <li>• Construction of libraries and furnishing them</li> <li>• Construction and equipping of laboratories</li> <li>• Provision of ICT facilities (computers), virtual libraries</li> <li>• Other infrastructure for schools (offices; kitchen and store; lightening conductors; fencing; solar power)</li> </ul>	

**Investment service costs<sup>3</sup>:** A share of the budget allocations to education infrastructure construction and rehabilitation (capital outputs) must finance investment service costs, such as developing bills of quantities, engineering supervision and environmental impact assessment costs. However, this share should not exceed 5% of budget allocations to education infrastructure construction and rehabilitation (capital outputs).

### 6.1.3 Unit costs for eligible investments

Construction of new secondary schools should be undertaken in two phases. An indicative package of facilities for secondary schools is shown in the table below as a guide.

<sup>3</sup> See prior definition

The full package below may not be appropriate for all secondary schools and the package should be adapted for different situations when constructing new or upgrading existing schools. For example, in urban areas, teachers' housing may not be required, and in schools which only cater for pupils up to S4, which may only require 2 x 2 classroom blocks, for example, which would lead to a Ushs. 132

million reduction in the package cost indicated below, with additional reductions from for example fewer latrines and other items.

**Table 10:** Indicative Package of Facilities and Unit costs for a Secondary School, UShs.

S/N	Facilities	Units	Unit Cost	Total
Phase 1 - <i>excluding housing</i>				
1	2- Classroom blocks	3	131,753,247	395,259,741
2	Multi-purpose Science block	1	248,004,996	248,004,996
3	Administration block	1	116,534,670	116,534,670
4	5- stance VIP latrine for students	2	32,352,250	64,704,500
5	2- stance VIP latrine for teachers	2	15,515,500	31,031,000
	Sub-Total Phase 1 excluding housing			855,534,907
Phase 2 - <i>excluding housing</i>				
1	2 - Unit External Kitchen	1	32,009,272	64,018,544
2	Multi-purpose Hall	1	100,000,000	100,000,000
3	Water Harvest System	1	9,315,789	9,315,789
4	Library block	1	97,142,910	97,142,910
5	ICT lab	1	118,303,220	118,303,220
6	Play ground	1	4,720,000	4,720,000
7	Road network	1	7,080,000	7,080,000
8	Compound trees and life fence	1	826,000	826,000
9	Electricity	1	4,130,000	4,130,000
10	Classroom furniture. 60 sets per classroom	40	313,333	75,200,000
11	Furniture for multi-purpose science blocks	1	22,408,200	22,408,200
12	Furniture for administration blocks	1	9,204,000	9,204,000
13	Furniture for library block	1	23,954,000	23,954,000
14	Furniture for ICT laboratory	1	22,397,580	22,397,580
	Sub-Total Phase 2 without teachers' housing			558,700,243
	Sub-total Phase 1 and Phase 2 without housing			1,414,235,150
	Phase 1 - Housing			
	House for Head Teacher and Deputy	1	195,159,888	195,159,888
	Sub-Total Phase 1 including housing			1,050,694,795
	Phase 2 - Housing			
	2 - Unit Teacher's House	2	138,294,804	276,589,608
	Sub-Total Phase 2 including housing			835,289,851
	Total Phase 1 and 2 including housing			1,885,984,646

**Table 11:** Indicative Unit costs for a Primary School

	Infrastructural Needs	Units Used	Unit Cost	Total cost
1	Administration Block	1	92,040,000	92,040,000
2	3-Classroom Block, includes lightening arrestors	1	126,604,000	126,604,000
3	2-Classroom Block, includes lightening arrestors	1	84,671,956	84,671,956
4	2-Classroom Block, includes lightening arrestors	1	84,671,956	84,671,956
5	5-stance VIP Latrine, includes stance for SNE Students	2	32,352,250	64,704,500
6	2-unit Teacher's House	1	108,076,800	108,076,800
7	2-unit External Kitchen	1	32,009,272	32,009,272
8	2-stance VIP Latrine	2	15,515,500	31,031,000
9	Teacher's Chair	8	180,000	1,440,000
10	Teacher's Table	8	550,000	4,400,000
11	3-Seater Desks for 500 pupils	126	300,000	37,800,000
12	Water Harvest System (10,000L)	1	9,315,789	9,315,789
	<b>Total Estimated Cost</b>			676,765,273

*Source: Construction management Unit, MoES*

Please note that unit costs are based on engineers' estimates and Bills of Quantities will be customized to each Local Government following individual project needs assessments. Furthermore, local governments cannot embark on any constructions of new school prior to completing all activities in the above two phases, as well as implementing any outstanding Presidential pledges.

## 6.2 Budget Implementation Requirements for the Development Grant

### 6.2.1 Selecting infrastructure projects and budgeting for capital investments

Selection of infrastructure to be prioritized differs according to the type of infrastructure.

#### 6.2.1.1 Joint selection

Jointly selected and executed development projects, by the national and local governments will include:

##### *New Schools*

- Any new schools will be constructed in areas with the highest school aged population out of school. The local government must receive written authorization from MoES before budgeting for a new school to be constructed.
- Infrastructure for new schools will be jointly executed projects.

##### *Presidential Pledges*

- Outstanding Presidential Pledges for primary or secondary schools which are either a) captured in the MoES database or b) communicated in writing by His Excellence the President himself or His Principal Private Secretary. These projects will usually be jointly identified executed projects or development partner funded.

The criteria and procedure for selection of the Central and Local Government **jointly executed development projects** at LG level in an inclusive manner, is briefly set out below.

- The MoES in consultation with other pertinent agencies will hold regional consultative clinics to ascertain best practice, including equity in the availability of school infrastructure both in relation to school aged population out of school and geographical location.
- Following this, a joint selection process with LG representatives from sub-counties and schools will be conducted to secure overall consensus.
- The agreed list of facilities would then be submitted to the Education and Sports Sector top management for secondment. Once seconded by top management, this list is submitted to Cabinet for a no objection agreement.
- The agreed list of facilities are then submitted to Parliament for approval. Once approved, the lists of proposed projects are shared with LGs to democratically agree on preferences of procurement clusters and lots in which they wish to participate in the tendering process.
- If subsequently, the district identifies the need for a new school, then the LG can apply to the MoES for this facility to be included in the approved list.

**To guide prioritization of new school constructions and presidential pledges,** MoES will continually issue alongside these guidelines the list of LG sub-counties earmarked for construction of construction of Seed Secondary schools. Sub-counties eligible for new secondary school constructions have been ranked on the basis of population and distance to the nearest secondary school. Additionally Annex 2 of these guidelines provides a list of currently outstanding Presidential Pledges for primary or secondary schools, respectively.

**Coordination matters** also affect selection in the following ways:

*Development Partner Funded Infrastructure*

- LGs should not allocate GoU funds to schools identified for construction by donor funded projects as specified in any communication from MoES. LG budgets should identify school facilities to be constructed by development partners, and include sufficient details on where they are located.
- For all schools selected for construction the following should be considered: a) the community supports construction in that location b) land is available for the facilities and schools, c) for secondary education specifies the primary schools which will feed pupils into the secondary schools and their respective enrolment at P7.

#### 6.2.1.2 Local selection

Local selection by the LG will include:

*Completion, Expansion and Rehabilitation of Primary and Secondary Schools*

Priority should be given to ensure that schools meet Minimum Quality Standards and District Averages, and evidence for this should be collected. The District Education Office will analyse this information, and in consultation with the Education Committee and the DEC select the schools and infrastructure, which are furthest below the LG average.

- Completion of ongoing secondary and primary infrastructure from the previous financial years.
- Construction and rehabilitation of primary/secondary school infrastructure and facilities, which are below the national Minimum Quality Standards for school infrastructure. Priority should be given to (a) science laboratories in secondary schools that have none (b) Sanitation and Hygiene Facilities (c) Teaching and learning facilities (d) Furniture (e) Teachers' Houses.
- Expansion of existing schools with the highest pupil to classroom ratios and highest pupil to latrine stance.
- Rehabilitation of schools affected by natural disasters.

**To guide the prioritization for the Completion, Expansion and Rehabilitation of Primary and**

**Secondary Schools,** Local Governments need to maintain an up-to-date asset register of education facilities and their condition. The asset register should at a minimum contain the information in Format 1 below. A copy of the asset register should be submitted to the CMU of the MoES in writing for the purpose of budget planning alongside enrollment statistics.

Format 2 in Annex 3 of these guidelines provides a template to collect school-level infrastructure construction and improvement priorities. Wide consultation must take place at the school level for a request to be generated for school infrastructure. Alterations made in response to the requested improvements will be noted on the Form by the LG. It is also important that a) evidence of land availability and ownership and b) environmental and social screening form should accompany the application form. All school facilities budgeted for must be approved by: (a) chair of the school management committee or Board of Governors (SMC/BoG); (b) the head teacher; and (c) the village (LC1) and district/municipal councillor for the school/area in which the school is located using the form specified in the Annexes of the School guidelines.

### 6.2.2 Environmental and social safeguards for screening capital investments:

The location of the school infrastructure investments should not have adverse environmental and social impacts:

- The infrastructure must be constructed on land owned by the LG/ school evidenced by a land title and/or agreement in the names of the institution.
- Construction of school infrastructure should not require involuntary resettlement
- It should be ensured that the construction of facilities will not restrict use and access of the land and its resources e.g. water points.
- Construction of school infrastructure should not be done in wetlands.
- The school infrastructure will be screened before being approved for construction using the checklist for “Screening of Projects” in Format 3.
- The infrastructure to be constructed must follow the standard technical designs provided by the MoES.

During budget preparation, the local government must ensure that environmental and social screening has taken place in accordance with the guidelines (Format 3), prior to contracting. This includes:

- The relevant screening forms (including Format 3 in Annex 3) have been completed by District Engineer and certified by the Environment and Community Development Officers at the LG level.
- Where risks are identified, the forms include mitigation actions that must be identified and the responsible parties for implementation, and
- The District Environmental Officer and Community Development Officer (Social Safeguard Specialist or certified professional) have visited the site to complete the exercise and have approved the mitigation plans.

During budget implementation, the Environmental Officer and Social Safeguard Specialist or certified professional shall

- a) approve contract provisions for environmental and social safeguards in bidding documents and
- b) confirm that environmental and social safeguards requirements have been implemented satisfactorily prior to the issuing of a certificate by the engineer and payment to contractors.

### 6.2.3 Procedures for Education Development Budget Execution

Locally selected projects will follow standard procurement procedures in accordance with the applicable laws and the relevant Annexes to this document.

#### 6.2.3.1 Procurement procedures for the jointly selected and executed development projects

All procurements must be done in accordance with PPDA Regulations 2014 and guiding criteria provided by MoES. As a broad summary, some of the provisions include:



- The procurement to be done must be incorporated in the LG Procurement Plan.
- The MoES in consultation with the MoWT and LGs shall develop technical designs of the schools to be constructed and the Bills of Quantities (BoQs) to ensure compliance to sector service delivery standards – BoQs and unit costs will be customized to each LG and will ensure that they take into account peculiarities of the individual construction projects. For economies of scale, the MoES shall also cluster local government construction works into ‘lots’ to improve the competitiveness of tenders. Each cluster will select a lead LG to which bids are submitted. In consultation with the PPDA, the MoES shall issue guidelines to LGs clarifying wide-ranging procurement arrangements including: procedures for advertising for planned works; formation of LG clusters, selection of the lead LG and methodology for receipt and joint evaluation of bids as well as the award of contracts by the LG contracts committees.
- The Bills of Quantities should incorporate measures to mitigate social and environment impacts.
- The MoES shall manage advertising for infrastructure works for economies of scale and to ensure that competent constructors are secured, and that timely procurement is conducted.
- Bids shall be opened publicly on the closing date and all bidders are free to attend.
- The MoES shall issue evaluation criteria and the evaluation of bids will be conducted jointly by the MoES and the relevant local government on the basis of the evaluation criteria issued by the Ministry. The Ministry shall nominate members to participate in the evaluation exercise and certification process at the LG level.
- The LG Contracts Committee shall select the qualified contractor to construct the infrastructure based on the TEC report. In cases where the Contracts Committee does not adopt the recommendations of the TEC, clear reasons must be given.
- A communication of the award letter shall be written by the LG to the successful bidder requesting him/her to produce a 10% Performance Guarantee from a bank before the contract is signed.
- The Contract shall be signed between the District/Municipal LG and the Contractor witnessed by the relevant SMC/BoG.
- The contract should include a) measures to mitigate environmental and social risks identified in the checklist as the responsibility of the contractor; and b) standard clauses in the contract outlining the contractors responsibilities in terms of mitigating environmental and social risks.
- The LG will be responsible for maintenance of contract registers and procurement activity files as well as the labelling of projects including: the name, contract value, the contractor, source of funding and expected duration.

The table below outlines the proposed division of roles in procurement and contract management for jointly planned and executed construction works.

**Table 12:** Procurement and Contract Management Procedures in the implementation of the development grant for the jointly selected and executed development project

No.	Task and Guidance	Proposed Responsibility Centre		Justification
		MoES	LG	
1.	<b>Decision on projects to be implemented and those to be procured via clustering</b> <ul style="list-style-type: none"> <li>• Selection of infrastructure projects based on these guidelines</li> <li>• Specific projects as agreed between MoES and LGs identified for clustered procurement and those to be carried out by LGs independently. Environmental and Social Safeguards screening forms should be completed for all projects</li> </ul>	✓	✓	The sector guidelines will specify the respective roles of the LGs and line Ministry.

2.	<b>Preparation of the procurement plans.</b> <ul style="list-style-type: none"> <li>Local Governments (LGs) should prepare their procurement plans in accordance with Section 58 (4) of the PPDA Act, 2003.</li> </ul>		✓	Ensure that infrastructure projects to be undertaken are derived from the approved annual work plan and budget.
3.	<b>Development and approval of Technical Designs</b> <ul style="list-style-type: none"> <li>Available data relating to the general geological conditions of the different parts of the country shall be used.</li> <li>Line Ministries shall seek further guidance from the Ministries of Works.</li> </ul>	✓		To ensure compliance to sector service delivery standards.
4.	<b>Clustering of LG works in lots.</b> <ul style="list-style-type: none"> <li>Clusters of 10 LGs shall be formed. Within the clusters, lots may be created to enable manageable implementation of the projects for both Health Centers and Seed Secondary Schools.</li> <li>Each Accounting Officer shall sign a separate contract for the projects in their Entity with the successful contractor(s).</li> <li>Clustering of the projects shall attract competent, experienced contractors and enable the benefits of economies of scale.</li> </ul>	✓		For economies of scale, improving competitiveness of tenders. Each cluster will agree on the lead LG.
5.	<b>Preparation of bidding documents including developing evaluation criteria, bills of quantities etc.</b> <ul style="list-style-type: none"> <li>Once the clusters are formed, the LGs within each cluster should choose the lead LG responsible for the approval of bidding documents before publication and for receipt of bids with inputs from the line Ministries where necessary. The LG (PPDA) Regulations shall apply.</li> <li>Fees from sale of bidding documents are meant to cover only administrative costs of bid preparation in accordance with Regulation 48 (6) of the LG (PPDA) Regulations, 2006.</li> </ul> <p>Environment, health and social safe guards must be included in the bidding documents and these shall be cleared by the environmental officer and social safeguard specialist or certified professional.</p> <ul style="list-style-type: none"> <li>The PPDA Guideline on Reservation schemes to Promote Local Content in Public Procurement should be applied.</li> </ul>	✓	✓	Ensure contractors to be procured by LGs have the requisite qualifications. To ensure value for money for construction of infrastructure projects. The MDA will use the opportunity for strengthening the capacity of LGs.
6.	<b>Advertising for infrastructure works.</b> <ul style="list-style-type: none"> <li>The line Ministries shall be responsible for advertising clustered works.</li> </ul>	✓	✓	Attract competent contractors & timely procurement.

	<ul style="list-style-type: none"> <li>All other works advertised by LGs</li> </ul>			
7.	<b>Receipt of bids.</b> <ul style="list-style-type: none"> <li>The nominated lead LG shall receive all the bids on behalf of the LGs in each cluster.</li> </ul>		✓	LG responsibility, a copy to MoH/MoES for safe custody.
8.	<b>Evaluation of bids.</b> <ul style="list-style-type: none"> <li>Each LG in cluster shall be represented at the Evaluation with approval of the respective Contracts Committees (CC). A joint evaluation shall then be undertaken. Representatives from line Ministries should also be part of the Evaluation Committee.</li> </ul>	✓	✓	Evaluation will be joint guided by MoES and MoH staff to strengthen capacity of LGs for evaluation of bids.
9.	<b>Award of contracts.</b> <ul style="list-style-type: none"> <li>Individual LG CCs shall make the contract award decisions since each LG shall be represented at bid evaluation.</li> </ul>		✓	The respective LG Contracts Committee.
10.	<b>Contracting of contractors.</b> <ul style="list-style-type: none"> <li>Each Accounting Officer (AO) should sign a separate contract with the successful contractor for projects to be paid for under their votes.</li> </ul>		✓	The LG is the budget holder.
11.	<b>Supervision of contractors.</b> <ul style="list-style-type: none"> <li>The respective LG shall have the District Education Officer and District Health Officer together with the District Engineer (DE) in charge of the day to day management of the projects. The Ministry Engineering Assistants shall play a monitoring role. Final valuation and certification of completed works should be approved by the DE.</li> <li>The environmental officer and social safeguard specialist or certified professional will monitor the implementation of contractual environmental and social safeguards obligations by the contractor.</li> </ul>	✓	✓	Ensure quality works are constructed.
12.	<b>Certification of works.</b> <ul style="list-style-type: none"> <li>Certification of works shall be by the LG Engineer, following confirmation by the School, and the environmental officer and social safeguard specialist or certified professional.</li> <li>The environmental officer and social safeguard specialist or certified professional will confirm the implementation of contractual environmental and social safeguards obligations by the contractor prior to certification of works.</li> </ul>		✓	
13.	<b>Payment of contractors.</b>		✓	LGs are the budget holder.

	<ul style="list-style-type: none"> <li>Payment shall be the LGs. Disbursement of funds to LGs has already been undertaken by MoFPED.</li> </ul>			
14.	<b>Maintenance of contract registers &amp; procurement activity files.</b> <ul style="list-style-type: none"> <li>Each AO shall handle the projects as contracts within their Entity.</li> </ul>		✓	
15.	<b>Administrative Reviews.</b> <ul style="list-style-type: none"> <li>Administrative reviews shall be handled by the AOs of the respective LGs.</li> </ul>		✓	Administrative reviews should be handled by the AOs who sign the contracts.
16.	<b>Labelling of projects</b> including: the name, contract value, the contractor; source of funding and expected duration.		✓	To promote transparency and accountability.

NOTE: It is important to note procurement processes not conducted in line with these parameters can be cancelled in accordance with Section 75 of the PPDA Act, 2003 and Regulation 57 of the LG (PPDA) Regulations, 2006.

#### 6.2.3.2 Construction supervision for the jointly selected and executed development projects

Supervision of contractors will be done jointly by the LG and the attached Engineering Assistant from the MoES and Engineers from the MoWT. The LG Accounting Officer shall nominate the District or Municipal Engineer as the Project Manager, who together with the Engineering Assistant, shall be responsible for supervising the site at least at the key stages of works considered for payment and issue payment certificates for satisfactorily executed works. The LG Accounting Officer shall also nominate the contract manager (i.e. the DEO for the District and MEO for the Municipality) whose major role shall be to ensure a smooth implementation of the Project.

The local government shall constitute a project site committee – this should be chaired by the CAO/Town Clerk and additionally, comprise of the Sub-county Chief (SAS), the designated contract and project managers, chairperson of the SMC/BoG (incl. members of the foundation bodies), the school head teacher, the community development and environmental officers. Monthly site meetings should be held with all key stakeholders including RDCs, LCV Chairs, Town Mayors and LCIII chairpersons. However, technical supervision of works should be undertaken more frequently by the relevant technical officers including the engineers, environment officers, etc.

The School Management Committee/Board of Governors shall be responsible for day to day supervision of works on behalf of the LG; and to conduct monthly site meetings for each of the projects. The CAO/Town Clerk shall chair the grievance redress committee, co-opting the CDO or the Human resource officer as the secretary. Further, minutes of the grievance committee meetings should be shared with the District Executive Committee and the RDC.

Construction supervision should, among others, ascertain compliance with the following:

- Technical Requirements:
  - Conformity to the structural designs
  - Conformity to the architectural drawings
  - Conformity to the required specifications
  - Timeliness
  - Cost control
- Environmental guidelines:
  - Minimal vegetation clearing; revegetating cleared areas as quickly as practicable.

- Ensuring proper site drainage.
- Proper solid waste management: stripped soil (overburden) used for site restoration and landscaping, rather than being dumped offsite; workers do not litter school campus with litter (plastic bags, water bottles, etc); reusable waste (e.g. timber planks, paper bags, etc) given to local people if requested, pit latrines lined with masonry brickwork to enable their emptying with a honey sucker when full.
- Social safeguards:
  - Schedule transporting of materials and other noisy activities outside school hours to minimise risk of accidents, road dust and traffic noise at school campus
  - Fencing off construction sites to avoid risk of accident of falling debris to children.
  - HIV awareness among the surrounding community and workers.
  - All workers should have appropriate safety gear and latrines should be safely dug on firm ground, carefully watching out for signs of possible wall failure to minimise risk of workers at heights or depth.
  - Sensitization of workers and other related measures to address issues of Gender Based Violence (GBV), Violence Against Children (VAC) and other influx of labor related issues (Child Labor, labor disputes, etc)
- Transparency and Accountability:
  - At the LG level, the schools prioritised and selected for construction shall be disseminated as widely as possible.
  - At the school level, SMC/BoG will publicly display all incomes and expenditures.

### 6.2.3.3 Payment procedure for the works executed / supplies

Before payment can be made, the contracting firm shall request the School Management Committee/Board of Governors to confirm adequate completion of works. After approval of the works by the School Management Committee/ Board of Governors, the Head Teacher shall submit a written request including a signature of the Chairperson of the School Management Committee to the Chief Administrative Officer and the MoES confirming adequate completion of works.

The MoES **must** issue a no objection letter before payment is made to the contractor.

Thereafter, the Project Manager shall confirm with the LG Environment Officers that the environmental guidelines have been adhered to. Following this the Project manager will issue payment certificates for works satisfactorily executed and these shall be endorsed by:

- The Internal Auditor
- Chief Finance Officer
- Contract Manager

### 6.2.3.4 Monitoring

In addition to providing support supervision, ministries (MoES, MoFPED, MoLG and President's Office) shall be responsible for the monitoring & evaluation of construction projects across the country. Specifically, the MoES Engineering Assistant attached to each LG alongside the District/Municipal LGs, the District Executive Committee and the RDC is responsible for monitoring and evaluating the performance of schools and contractors in implementing construction projects at district / municipality level.

## PART III: GRIEVANCE REDRESS

### 7 Types and Avenues for Grievance Redress

The grievance redress mechanism (GRM) describes avenues, procedures, steps, roles and responsibilities for managing grievances and resolving disputes. Every aggrieved person should be able to trigger this mechanism to quickly resolve their complaints.

The purpose of the grievance redress mechanism is to:

- Provide affected people with avenues for making a complaint or resolving any dispute that may arise during implementation of school activities;
- Ensure that appropriate and mutually acceptable corrective actions are identified and implemented to address complaints;
- Verify that complainants are satisfied with outcomes of corrective actions;
- Avoid the need to resort to judicial (legal court) proceedings unless it is warranted.

There are a number of types of grievance (highlighted in the table below), and a number of stakeholders who may be the source of grievance these may include:

- Pupils/students
- Teachers
- Members of the SMC
- Parents
- Members of the surrounding community
- Other

Wherever possible, the first port of call for Grievances should be at the school level, but other avenues must also be available to those with grievance and there must be appropriate referral processes. The main avenues and their purpose are set out below:

**Table 13:** Grievance redress mechanisms

Avenue	Type of Grievance
<b>School Level</b>	
Head Teacher	<ul style="list-style-type: none"> <li>• Quality of works delivered by contractors</li> <li>• Quality of teaching</li> <li>• Teacher absenteeism</li> <li>• Other issues relating to behavior of school staff, SMC and contractors</li> </ul>
School Management Committee/ Board of Governors	<ul style="list-style-type: none"> <li>• Corruption and misuse of funds</li> <li>• Teacher absenteeism</li> </ul>
School based counsellors	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Violence against and abuse of children by teachers, staff, contracted labor</li> </ul>
<b>LG Level</b>	
LG Councillors	<ul style="list-style-type: none"> <li>• Violence against and abuse of children by teachers, staff, contracted labor</li> <li>• Selection of school infrastructure not in line with guidelines</li> </ul>

Avenue	Type of Grievance
	<ul style="list-style-type: none"> <li>Quality of teaching and teacher absenteeism</li> </ul>
LG Education Office	<ul style="list-style-type: none"> <li>Quality of works delivered by contractors</li> <li>Condition of school infrastructure and facilities</li> <li>Quality of teaching</li> <li>Functioning of the School Management Committee</li> <li>Corruption and misuse of funds</li> <li>Other issues relating to behavior of school staff, SMC and contractors</li> </ul>
District Land Board	<ul style="list-style-type: none"> <li>Complaints about land associated with schools and school infrastructure</li> </ul>
<b>National Institutions</b>	
Police	<ul style="list-style-type: none"> <li>Violence against and abuse of children by teachers, staff, contracted labour (including defilement and rape)</li> </ul>
Uganda Child Helpline	<ul style="list-style-type: none"> <li>Emotional, physical or sex abuse</li> <li>Child trafficking</li> <li>Child neglect esp. by parents or guardian</li> </ul>
Uganda Budget Hotline	<ul style="list-style-type: none"> <li>Quality of works delivered by contractors</li> <li>Missing and misuse of funds</li> </ul>
IGG Hotline	<ul style="list-style-type: none"> <li>Corruption and misuse of funds</li> </ul>
Ministry of Education and Sports	<ul style="list-style-type: none"> <li>Unsatisfactory action against grievances taken as a result of channeling grievances via avenues above.</li> </ul>

Note: Further reference should be made to existing mechanisms including the MoES's guidelines on Reporting, Tracking, Referral and Response for violence against children.

## 8 School Grievance Redress

At the school level, the GRM provides avenues for affected persons to lodge complaints or grievances against various stakeholders directly to the school management and also obtain redress. This, wherever possible and appropriate, should be the first point of grievance redress. All schools are required to

- ensure that there is a systematic process for handling of grievances that arise among various stakeholders.
- Post information on the different avenues for grievance redress, including the school level mechanism and other mechanisms available.

For details of the school grievance redress mechanism, refer to the detailed school facility level guidelines.

## 9 District/Municipal Grievance Redress

The implementation of sub-projects will require establishing a simple Grievance Redress Committee (GRC) at each institution with the involvement of the LC I, Project Affected Persons, relevant staff of the institutions and the implementing agency, MoES (Project Coordination Unit), and other appropriate actors. The LG shall specify a system for recording, investigating and responding to grievances, which should be displayed at the district offices and made widely available.

The general steps of a grievance redress process are as follows:

1. **Receipt of complaints** - Is the first step when a verbal or written complaint from a complainant is made, received and recorded in a complaints log by the GRC.
2. **Determining and implementing the redress action** - If in his/her view, a grievance can be solved at this stage, the GRC will determine a corrective action in consultation with the aggrieved person. Grievances will be resolved and the status reported back to complainants within 5 working days. If more time is required this will be communicated clearly and in advance to the aggrieved person.
3. **Verifying the redress action** - The proposed corrective action and timeframe in which it is to be implemented will be discussed with the complainant within 5 days of receipt of the grievance. Consent to proceed with corrective action will be sought from the complainant and witnessed by the area's local council chairperson (LC Chairman).
4. **Amicable mediation and settlement** - Agreed corrective action will be undertaken by the project or its contractor within the agreed timeframe. The date of the completed action will be recorded in the grievance log.
5. **Dissatisfaction and alternative actions** - To verify satisfaction, the aggrieved person will be asked to return and resume the grievance process, if not satisfied with the corrective action.

In the event that there is no resolution to the grievance, then: (a) The GRC at the institution and the aggrieved PAP(s) shall refer the matter to the relevant District Authorities; (b) An Appeal to Court - Ugandan laws allow any aggrieved person the right to access courts of law. If the complainant still remains dissatisfied with the District's Decision, the complainant has the option to pursue appropriate recourse via a judicial process in Uganda. Courts of law will be a "last resort" option, in view of the above mechanism.

## ANNEXES

### Annex 1: Outputs and Indicators

#### ***Vote Function: 0781 Pre-Primary and Primary Education***

- Output: 078101 Primary Teaching Services
  - Indicator: No. of teachers paid salaries
  - Indicator: No. of qualified primary teachers
- Output: 078151 Primary Schools Services UPE (LLS)
  - Indicator: No. of pupils enrolled in UPE
  - Indicator: No. of student drop-outs
  - Indicator: No. of Students passing in grade one
  - Indicator: No. of pupils sitting PLE
- Output: 078159 Multi sectoral Transfers to Lower Local Governments
- Output: 078175 Non-standard Service Delivery Capital Investment
- Output: 078180 Classroom construction and rehabilitation
  - Indicator: No. of classrooms rehabilitated in UPE
  - Indicator: No. of classrooms constructed in UPE
- Output: 078181 Latrine construction and rehabilitation
  - Indicator: No. of latrine stances constructed
  - Indicator: No. of latrine stances rehabilitated
- Output: 078182 Teacher house construction and rehabilitation
  - Indicator: No. of teacher houses constructed
  - Indicator: No. of teacher houses rehabilitated
- Output: 078183 Provision of furniture to primary schools
  - Indicator: No. of primary schools receiving furniture

#### ***Programme: 0782 Secondary Education***

- Output: 078201 Secondary Teaching Services
  - Indicator: No. of teaching and non-teaching staff paid
  - Indicator: No. of students passing O level
  - Indicator: No. of students sitting O level
- Output: 078251 Secondary Capitation (USE)(LLS)
  - Indicator: No. of students enrolled in USE
- Output: 078259 Multi sectoral Transfers to Lower Local Governments
- Output: 078275 Non Standard Service Delivery Capital Investment
- Output: 078280 Classroom construction and rehabilitation
  - Indicator: No. of classrooms constructed in USE



Indicator: No. of classrooms rehabilitated in USE  
 Output: 078281 Administration block rehabilitation  
 Indicator: No. of Administration blocks rehabilitated  
 Output: 078282 Teacher house construction  
 Indicator: No. of teacher houses constructed  
 Output: 078283 Laboratories and science room construction  
 Indicator: No. of ICT laboratories completed  
 Indicator: No. of science laboratories constructed

***Programme: 0783 Skills Development***

Output: 078301 Tertiary Education Services  
 Indicator: No. of tertiary education Instructors paid salaries  
 Indicator: No. of students in tertiary education  
 Output: 078359 Multi sectoral Transfers to Lower Local Governments  
 Output: 078375 Non-Standard Service Delivery Capital Investment

***Programme: 0784 Education & Sports Management and Inspection***

Output: 078401 Education Management and Monitoring  
 [Proposed] Indicator: xxx Number of head teachers appraised  
 [Proposed] Indicator: xxx Number of school budgets and financial statements submitted and reviewed by the DEO

Output: 078402 Inspection of Primary Education by Local Government  
 Indicator: No. of primary schools inspected in quarter  
 Indicator: No. of secondary schools monitored in quarter [change name]  
 Indicator: No. of tertiary institutions monitored in quarter [change name]  
 Indicator: No. of inspection reports provided to Council

Output: 078405 Mobilise and attract learners to school and improve learning outcomes  
 [Proposed] Indicator: xxx % Improvement in performance index  
 [Proposed] Indicator: Net Enrolment Rate

[Proposed for CG PBS, likely 20/21] Output: 0784xx Monitoring and Inspection of Secondary and Tertiary Education by Central Government

Indicator: No. of secondary schools inspected in quarter  
 Indicator: No. of tertiary institutions inspected in quarter  
 Indicator: No. of inspection reports provided to MoES]

Output: 078403 Sports and Co-curricular Development services  
 Output: 078404 Maintenance  
 Output: 078405 Education Office Capacity Development  
 Output: 078406 Schools Performance Improvement  
 Output: 078459 Multi sectoral Transfers to Lower Local Governments  
 Output: 078472 Administrative Capital Investment

***Programme: 0785 Special Needs Education***

Output: 078501 Special Needs Education Services  
 Indicator: No. of SNE facilities operational  
 Indicator: No. of children accessing SNE facilities  
 Output: 078559 Multi sectoral Transfers to Lower Local Governments  
 Output: 078575 Non Standard Service Delivery Capital Investment

## Annex 2: List of Districts with Outstanding Presidential Pledges for Primary and Secondary Schools

S/N	PLEDGE	SUB-SECTOR	DISTRICT/LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTANDING	REMARKS
1	Kachumbala Catholic Mission 9 June 2013	Primary	Bukedea	Construction of a primary school in war affected region of Kachumbala during 1986 war	491,982,560	491,982,560	
2	Kisozi Primary School 19/04/2014	Primary	Gomba	Development of the school	999,257,158	999,257,158	
3	Lumanyo Primary School 19/04/2014	Primary	Gomba	Development of the school	999,257,158	999,257,158	
4	Bulera Primary School 19/04/2014	Primary	Gomba	Development of the school	999,257,158	999,257,158	
5	Buwama P/S	Primary	Mpigi	Construction of a Primary School	131,000,000	-	Buildings not yet completed.
6	Kalangaalo P/S	Primary	Mubende	Construction of a primary school (1st & 2nd Installment)	131,000,000	-	Work is at finishes stage.
7	Kanyaryeru P/S 5 dec 2013	Primary	Kiruhura	Repair and rehabilitaion of school	200,000,000	-	School received funds. Construction of 2No. 4 unit staff houses and 2No. 2 stance latrines at excavation stage (pit excavation for latrines and strip excavation for staff houses are complete).
8	Lwanyama Primary School 26 august 2012	Primary	Kamuli	Construction of a modern Primary School in Kisozi sub county	595,101,468	395,101,468	Additional funds to be provided in FY 2018/19 to cater for phase 2 for renovation of school and construction of outstanding facilities
9	Mashongora Primary School 29 july 2012	Primary	Kabarole	Construction of a Primary School in Hakibaale Sub county, Burahya County	595,101,468	116,022,669	Completed and commissioned 2 No. 2 Classroom Blocks, 3 Classroom Block with Office, 5 Stance VIP, 2 Unit Staff House with 2 Stance VIP
10	Nakyesanja P/S 19 october 2009	Primary	Luwero	Rehabilitation of the school	140,000,000	-	
11	Nakyesanja P/S 7 November 2016	Primary	Luwero	Rehabilitation of the school (Phase 2). Pay off balance of 26.813m	26,813,000	26,813,000	Additional funds to be provided in FY 2018/19

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
12	Otuboi P/S	Primary	Kaberamaido	7 cl/rooms, 10 stance latrines, Office & store - 10,000 litre water tank	190,363,035	102,163,453	Completed Construction of 5 classrooms (3 classroom block and 2-classroom block with office, 2-Stance VIP, 5-Stance VIP and provision of furniture
13	Palenga P/S 1 june 2009	Primary	Gulu	12 cl/rooms NC, Office & store , a kitchen, 300 desks 3 No 5 stance latrine, 2 No 10,000 litre water tanks, (1st & 2nd Installment)	191,016,680	-	Funds Provided - Works partly completed
14	Bughanga Primary School 21 january 2014	Primary	Butaleja	Construction of a modern Government aided primary school in Budumba sub-county, West Bunyole.	491,982,560	491,982,560	Awaiting identification of site
15	Girls Boarding School 17th December 2014	Primary	Namayingo	Build a Girls Boarding School in Sigulu Islands	491,982,560	491,982,560	
16	Kaguta Museveni Primary School 17th December 2014	Primary	Mbale	Build a four classroom block	167,999,204	167,999,204	
17	Kalasa P/S 17 December 2014	Primary	Luwero	New building and renovation of Kalasa Primary School	999,257,158	999,257,158	
18	Kabatunda Primary School 9th February 2015	Primary	Kasese	re-building of the school	999,257,158	999,257,158	
19	St. Kizito Boarding Primary School 25th February 2015	Primary	Kyankwanzi	Reconstruction of the school.	200,000,000	-	Procurement by district ongoing.
20	Sam Iga Memorial Primary School 12th February 2015	Primary	Luwero	Construction of a classroom block	384,665,654	384,665,654	
21	Mbarara Municipal School 10th March 2016	Primary	Mbarara	Construction of a Modern Technical Workshop: i) establishment of 2 workshops (540,568,800/=), procurement of standard equipment) Areas are a workshop and classes for Food Science and Technology (100,000,000/=),	1,080,568,800	580,568,800	Construction of 3 storied workshop block ongoing and at roofing stage.

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
				Knitting and embroidery (150,000,000/=), Computer skills and technology (140,000,000/=), Carpentry and Joinery and Business management (150,000,000/=)			
22	Kal Alois Parents School 3rd November 2015	Primary	Agago	Build into a modern primary school with teachers' quarters.	999,257,158	999,257,158	
23	Yabwengi Primary School 27th January 2016	Primary	Kiryandongo	Renovation of the school (including sanitation facilities)	999,257,158	999,257,158	
24	Bulanga Primary School 9th November 2016	Primary	Iganga	rehabilitation of school structures	999,257,158	999,257,158	To be implemented in FY 2018/19
25	Kalongo Girls Primary School 9th November 2016	Primary	Kalongo	Construction of one block of teachers' houses	192,376,704	192,376,704	
26	Buruunga Primary School 20th February 2017	Primary	Kiruhura	Reconstruction of the school at Buruunga - Kazo County.	999,257,158	999,257,158	To be implemented in FY 2018/19
27	Ringe Memorial School 27th October 2017	Primary	Nebbi	Renovating 2 classrooms blocks, constructing more classrooms and provision of a safe water source. Upgrade to a secondary school. Located in Atego Subcounty.		-	
28	Mary Queen of Peace Mixed Day and Boarding Primary School 27th October 2017	Primary	Gulu	Construction of a dormitory.		-	
29	St. Florence Nursery and Primary School 8th October 2017	Primary	Jinja MC	Construction of a Nursery and Primary School at Kikaramoja Village, Masese III, Walukuba Division.		-	
30	Barlegi Primary School 11th December 2017	Primary	Otuke	Completion of the school in Okwang subcounty (completion of 8 classroom block incl. library; construction of HT office, school store, teacher			

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
				houses and latrines)			
31	Bombo UMEA Primary School	Primary	Luwero	Rehabilitation of the school		-	
32	Igrah Women Group (Primary school)	Primary	Arua	Construction of four classrooms		-	
33	Makerere Yellow Primary School - Kubiri 29th May 2018	Primary	Kampala	Renovation and Rehabilitation of the school.		-	-
34	Buterimire Primary School 25th May 2018	Primary	Kamuli	Construction of Teachers' Houses and Fencing the school.		-	-
35	Rwemiyenje Primary School 8th September 2018	Primary	Mbarara	Refurbish the school		-	
36	Wakiso Pre-primary and Primary Headteachers Association 9th July 2018	Primary	Wakiso	Provision of a bus.		-	
37	Ntwetwe Primary School 12th June 2018	Primary	Kyankwanzi	Provision of building materials (1,000 bags of cement; 1000 iron sheets and ridges; doors and windows)		-	
38	Bukuya Primary School 12th June 2018	Primary	Mubende			-	
39	Nabitula Primary School 18th October 2018	Primary	Buyende	Rebuild Classroom block		-	
40	Rubanga Parents' Nursery & Primary School 17th October 2018	Primary	Rukungiri	Construct Classroom blocks, rehabilitation of hall/multipurpose hall and VIP latrines		-	
				<b>Sub Total</b>	<b>14,695,268,115</b>	<b>12,434,973,054</b>	
1	Apac H.S	Secondary	Apac	Renovation	120,000,000	-	School changed scope, without approval, 6 classrooms completed but floors are cracked, Administration finishes internally were poorly done, Laboratories not done.
2	Kasenda S S 9 June 2013	Secondary	Kabarole	Construction of a Seed Secondary School in Kasenda Subcounty which has no secondary School	1,503,429,000	1,503,429,000	Site for construction identified as former St. Paul's High School, Nyabweya.

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
3	Atyiak Memorial Girls Sec Sch 9 June 2013	Secondary	Amuru	Construction of a Memorial Girls School in Atyiak sub county in memory of the LRA victims	916,707,096	916,707,096	Awaiting identification of site
4	Lwala Girls SS 14 nov 2013	Secondary	kaberaido	School bus for the School	150,000,000	150,000,000	
5	St. Aloysius College, Nyapea 8 feb 2014	Secondary	Zombo	Fencing of the school	10,000,000	10,000,000	
6	Masese Secondary School 9 June 2013	Secondary	Jinja MC	Construction of a secondary school on Jinja Municipality East Constituency	916,707,096	760,208,579	Constructed and administration block with furniture; two 2 classroom blocks; two 5 stance waterborne toilets; and, 1 two stance waterborne toilet. Construction of a 2 unit science laboratory block at roofing stage.
7	Bubare S.S 29 sept 2009	Secondary	Kabale	Construction of a science laboratory, library and state-of-the-art computer laboratory (1st & 2nd Installment)	230,000,000	-	work at wall plate on the ICT laboratory.
8	Bulamu Seed SS received on 28August 2014	Secondary	Mpigi	Constuction of a Girl's Hostel	141,600,000	141,600,000	
9	Dokolo Girls S.S	Secondary	Dokolo	Model S.S.S (1st & 2nd Installment)	388,908,080	-	Construction of a 3 classroom block with an office completed.
10	Dokolo Girls S.S	Secondary	Dokolo	Model S.S.S (1st & 2nd Installment) Phase 2	200,000,000	200,000,000	Funds to be provided in FY 2018/19
11	Gamatui Girls Secondary School	Secondary	Kapchorwa	Construction of Basic infrastructure ICT Block; 2 Domitory blocks; 2 No. blocksof 5-stance lined latrines; Multipurpose dining Hall; Library block and Sick bay.	394,017,413	-	Construction of ground floor and columns for second floor of storied dormitory block completed.
12	Gamatui Girls Secondary School	Secondary	Kapchorwa	Construction of Basic infrastructure ICT Block; 2 Domitory blocks; 2 No. blocksof 5-stance lined latrines; Multipurpose dining Hall; Library block and Sick bay. (Phase 2)	200,000,000	200,000,000	Funds to be provided in FY 2018/19
13	Iguli Girls SS	Secondary	Dokolo	5 classrooms completed, 1 Dormitory block,	120,118,200	20,118,200	5 classrooms completed, Dormitory

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
				5 Stance VIP latrines.			block at finishing stage with latrines.
14	Our Lady of Guadalupe SSS 11th March 2015	Secondary	Gomba	Construction of a laboratory block	20,000,000	-	Funds released were for purchase of science laboratory equipment
15	Our Lady of Guadalupe SSS 11th March 2015	Secondary	Gomba	Construction of a laboratory block (Phase 2)	200,000,000	200,000,000	Funds to be provided in FY 2018/19
16	Kabarega S.S.S	Secondary	Masindi	Rehabilitation of the school (1st & 2nd Installment)	200,000,000	-	The storied structure under renovation was blown off by wind after re-roofing with new roof structure. Need for assessment.
17	Kabbo Secondary School	Secondary	Mubende	Construction of a Secondary School (1st & 2nd Installment)	729,600,000	-	Constructed 6 classrooms, two 5 stance VIP latrines and one 2 stance VIP latrine.
18	Kabbo Secondary School	Secondary	Mubende	Construction of a Secondary School (1st & 2nd Installment) (Phase 2)	200,000,000	200,000,000	More funds to be provided in FY 2018/19
19	Magungulu S S	Secondary	Mubende	Construction of a Secondary School IN Bagezza Sub county	916,707,096	916,707,096	Awaiting site identification
20	Kigando S S	Secondary	Mubende	Construction of a Secondary School in Kigando Sub county	916,707,096	916,707,096	Awaiting site identification
21	Manyogaseka S S	Secondary	Mubende	Construction of a Secondary School in Manyogaseka sub county	916,707,096	916,707,096	Awaiting site identification
22	Makokoto S S	Secondary	Mubende	Construction of a Secondary School in makokoto sub county	916,707,096	916,707,096	Awaiting site identification
23	Kamuhingi Secondary School	Secondary	Bundibugyo	Construction of Hostel (1st & 2nd Installment)	196,000,000	-	Scope was reduced to 2 dormitories due to low unit cost. One block completed.
24	St. Kizito Secondary School 29-Aug-2015	Secondary	Mityana	Construction Laboratory	140,000,000	140,000,000	
25	Bwizi Seed SS 21 june 2011	Secondary	Kamwenge	Construction of seed Secondary School	916,707,096	916,707,096	Awaiting site identification
26	Kamwenge (Bihanga) 21 june 2011	Secondary	Kamwenge	Construction of seed Secondary School	916,707,096	716,707,096	
27	Kamwenge S.S	Secondary	Kamwenge	2 unit school laboratory, library, 2 classrooms, 2 unit staff houses	402,000,000	-	All structures incomplete
28	Karangura SS 29 july 2012	Secondary	Kabarole	Construction of a Secondary School in Karangura Sub	916,707,096	553,552,968	Constructed two 2 classroom blocks; two 5 stance VIP latrine;

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
				county, Burahya County			and, one 3 classroom block.
29	Ariwa, Kei, Midigo, Lodonga, Drajini, Romogi, Kerwa and Kululu 15 march 2014	Secondary	Yumbe	Construction of 5 government aided secondary schools in sub counties without	4,583,535,48 0	4,583,535,480	Awaiting site identification
30	Kinyogoga SSS	Secondary	Nakaseke	Turn school into boarding school under Universal Secondary Education (1st & 2nd Installment)	637,985,951	-	Work on dormitories was at final finishes.
31	Kwosir Girls Secondary School	Secondary	Kween	Construction of a boarding secondary school for Sebei sub region	1,216,623,42 4	-	Completed 2 classroom block and 3 classroom block with furniture; Completed dormitory block with beds. Administration block at plaster works.
32	Kwosir Girls Secondary School	Secondary	Kween	Construction of a boarding secondary school for Sebei sub region (Phase 2)	200,000,000	200,000,000	Funds to be provided in FY 2018/19
33	Kyezibire SSS	Secondary	Isingiro	Rehabilitation of the school	100,000,000	100,000,000	
34	Makulubita Secondary School	Secondary	Luwero	Rehabilitation and construction of new structures	634,050,000	150,000,000	Constructed classrooms, toilet and administration block. Work on multipurpose hall stalled due to lack of funds.
35	Maruzi S.S	Secondary	Apac	Construction of a Seed Secondary School (1st & 2nd Phase)	392,614,607	-	8 classrooms, Administration and Laboratory at ring beam level. Works were at finishing stage.
36	Ngoma SSS	Secondary	Nakaseke	Turn school into boarding school under Universal Secondary Education (1st & 2nd Installment)	647,155,034	-	Work on dormitories was at roofing stage.
37	Rukoni S.S 1 june 2009	Secondary	Ntungamo	Construction of a multi purpose science room	68,000,000	-	Plumbing, and water supply, work tops were not done due to insufficient funds.
38	St Mary's College Kisubi	Secondary	Wakiso	Construction of a Memorial Dormitory	1,102,019,45 7	791,800,000	Funds were used for renovation of old facilities.
39	St. Paul S.S Bukinda-Rukiga	Secondary	Kabale	Multi-Purpose Science room	414,500,000	-	Awaiting Progress report on the works
40	Walibo Secondary School	Secondary	Iganga	Construction of Secondary School (1st & 2nd Installment)	485,129,335	-	2 unit science laboratory was omitted due to high costs. 8 classrooms and administration completed and in use



S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
41	Ndagaro Seed Secondary School 5 november 2013	Secondary	Rubirizi	Provision of a seed Secondary School in Ndangaro Sub-County	916,707,096	916,707,096	Awating site identification
42	St. Joseph's S.S 27 nov 2013	Secondary	Kyankwanzi	Rehabilitation of the school	100,000,000	100,000,000	
43	St. Mary's Madera Girls S.S.S	Secondary	Soroti	Construction of a dormitory.	318,000,000	169,320,000	The school opted to complete the dormitory block started by the parents. Works completed.
44	St. Henry's Kitovu	Secondary	Masaka	Build a science laboratory	222,360,000	-	The BoG opted to construct a storied laboratory block. Works are still ongoing.
45	Mbulamuti Secondary School 17th December 2014	Secondary	Kamuli	Build a science laboratory for a Secondary School in Mbulamuti.	148,680,000	26,352,489	Works at roofing stage - Funds were inadequate to complete the facility.
46	Asinge Secondary School 22nd December 2014	Secondary	Tororo	Acquisition of a school bus.	150,000,000	150,000,000	To be implemented in FY 2018/19
47	Mbarara Secondary School 29th November 2014	Secondary	Mbarara	Acquisition of a school bus.	150,000,000	150,000,000	
48	Arengesiep Secondary School 17th October 2014	Secondary	Nakapiripirit	Construct a girls' dormitory and a library; acquire a school lorry; construct teachers' houses	538,278,904	538,278,904	
49	Kijunjula Senior Secondary School	Secondary	luwero	Up-grading	100,000,000	100,000,000	
50	budago Senior Secondary School	Secondary	Nakaseke	Up-grading	100,000,000	100,000,000	
51	St. Joseph's Kinaaba Community Secondary School	Secondary	Kanungu	Provide support	100,000,000	100,000,000	
52	Stella Matutina Secondary School 7th February 2016	Secondary	Kiryandongo	Construct a library, computer laboratory and purchase computers	348,673,093	-	Procurement process ongoing.
53	Kansanga Seed Secondary School 4th May 2016	Secondary	Kampala	computers and 12 classrooms block and teachers' houses.	664,074,264	664,074,264	
54	kisozi senior secondary school 23rd may,2016	Secondary	gomba	Fencing of the school	10,000,000	10,000,000	
55	kyogo senior secondary school 21st march,2016	Secondary	kabale	rehabilitation of the school.	100,000,000	100,000,000	
56	St kizito secondary school-banda 29 august,2015	Secondary	Mityana	construction fo a laboratory	200,000,000	-	At procurement stage.

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
57	St. Charles Lwanga SS Lwebitakuli 9th November 2016	Secondary	Masaka	construction of classes, laboratory, library, teachers' houses and latrine stances	585,783,527	585,783,527	
58	Abim Secondary School 9th November 2016	Secondary	Kotido	construction of a VIP latrine	24,238,557	24,238,557	
59	St. Mary's Rushoroza Vocational Secondary School 9th November 2016	Secondary	Isingiro	build and grant aid school	485,129,335	485,129,335	To be implemented in FY 2018/19
60	Nyakayojo Secondary School 9th November 2016	Secondary	Mbarara	construction of teachers' houses	136,290,000	136,290,000	
61	Ngora High School 17 November 2016	Secondary	Ngora	Construction of a computer laboratory	140,000,000	140,000,000	
62	Kasenyi SS 5/12/16	Secondary	Mubende	School bus for the School	150,000,000	150,000,000	To be implemented in FY 2018/19
63	Bumayoka Seed Secondary School	Secondary	Mbale	School bus for the School	150,000,000	150,000,000	
64	Secondary School 20th February 2017	Secondary	Kiruhura	Construction of a modern secondary school at Buruunga - Kazo County.	916,707,096	916,707,096	
65	Noble Mayombo Memorial School 4th September 2014	Secondary	Kabarole	Construction of a school	916,707,096	916,707,096	
66	Bishop Balya Community School 4th September 2014	Secondary	Kabarole	Construction of a school	916,707,096	716,707,096	The district implemented the project and no reports submitted
67	Mukura Memorial Secondary School 3rd August 2015	Secondary	Ngora	Purchase of a bus	150,000,000	150,000,000	
68	Kyamate Secondary School 26 April 2017	Secondary	Ntungamo	Provision of school bus	150,000,000	150,000,000	
69	Government Aided Secondary School 15th October 2014	Secondary	Jinja	A Government Aided Secondary School for Buyengo Sub- county		-	
70	Ngora High School 17 November 2016 3rd March 2017	Secondary	Ngora	Construction of a computer laboratory and provision of 20 computers.		-	
71	Buruunga Seed Secondary School 20th February 2017	Secondary	Kiruhura	Construction of a modern secondary school at Buruunga - Kazo County.		-	To carry out needs assessment
72	Moroto High School 3rd August 2015	Secondary	Moroto	Purchase of a bus	150,000,000	150,000,000	

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
73	Ikweru Girls' School 3rd August 2015	Secondary	Apac	Purchase of a bus	150,000,000	150,000,000	
74	Alere Secondary School 3rd August 2015	Secondary	Adjumani	Purchase of a bus	150,000,000	150,000,000	
75	Aculbanya Secondary School	Secondary	Kole	Purchase of a bus	150,000,000	150,000,000	
76	Secondary School 17th July 2017	Secondary	Arua	Construct a Seed Secondary School in Madi Okolo County		-	
77	Eluru Memorial Senior Secondary School 20th July 2017	Secondary	Teso region	Complete construction of Secondary School in Kapelebyong		-	
78	Adilang Secondary School 9th August 2017	Secondary	Agago	Develop school into a fully fledged boarding secondary school. Construct teachers' houses, school library, perimeter fence and dormitory facilities. Also provide a bus.	1,216,623,424	1,216,623,424	
79	Ngai Secondary School 30th August 2017	Secondary	Oyam	Reconstruction of the school		-	
80	Busoga High School 25th September 2017	Secondary	Kamuli	Infrastructure development		-	
81	Model School 8th December 2017	Secondary	Luuka	Construction of a model school in Bukapala village, Itakaibulu Parish		-	
82	Bombo Senior Secondary School	Secondary	Luwero	Rehabilitation of the school and equipping science laboratory		-	
83	Kako Senior Secondary School 14th March 2018	Secondary	Masaka	Rehabilitation of the school (replacement of asbestos roofs)		-	-
84	Kalasa College School COU, Wobulenzi 27th July 2018	Secondary	Luwero	Construction of Staff houses		-	-
85	St. Basil SS (Our Lady of Apostles) 6th July 2018	Secondary	Masaka	Construction of a computer room, a school library and an Administration Block		-	-
86	Sacred Heart Senior Secondary School 14th June 2018	Secondary	Gulu	Renovation of the school		-	-
87	Ngogwe Baskerville Secondary School 9th August 2018	Secondary	Lugazi MC	Construction of a science laboratory, library, computers,		-	-

S/ N	PLEDGE	SUB- SECTOR	DISTRICT/ LOCATION	FACILITIES	TOTAL PROJECT AMOUNT	OUTSTAN DING	REMARKS
				staff and transport facility			
88	St. Peters Warr Girls S.S.S 24th August 2018	Secondary	Zombo	Provision of a school bus; construction of teachers' houses; construction of school fence; recruitment of teachers.		-	-
89	Christ The King SS Kalisizo 23rd August 2018	Secondary	Kyotera	Provision of a school bus and ICT laboratory		-	-
90	Bata Secondary School 25th September 2018	Secondary	Dokolo	Construction of a laboratory block for science subjects (Biology, Chemistry and Physics) and Computer.		-	-
91	Bumadu Seed Secondary School 11th July 2018	Secondary	Bundibugyo	700,000,000/- for purchase of land to expand the school and construct a conference/examination hall.		-	-
92	Bukoyo Senior Secondary School 12th June 2018	Secondary	Iganga	Provision of building materials.		-	-
93	Otuboi Comprehensive Secondary School 26th September 2018	Secondary	Kaberamaido	Rehabilitation of the school		-	-
172	Kotido Secondary School 6th December 2018	Secondary	Kotido	Provision of a school bus; construction of staff houses and a girls' dormitory.			
173	Kotido Parents Advanced School 6th December 2018	Secondary	Kotido	Construction of staff houses.			
174	Kacheri Senior Secondary School 6th December 2018	Secondary	Kotido	Construction of staff houses.			
175	Panyangara Secondary School 6th December 2018	Secondary	Kotido	Construction of staff houses.			
				<b>Sub Total</b>	<b>34,982,609,332</b>	<b>25,584,112,782</b>	
				<b>Grand Total</b>	<b>49,677,877,447</b>	<b>38,019,085,836</b>	

## Annex 3: Formats/Checklists

### Format 1: Education Facility Asset Register at LG level

<i>School name</i>	<i>EMIS number</i>		<i>Number of classrooms</i>	<i>Number of latrines</i>	<i>Number of desks</i>	<i>Number of laboratories</i>	<i>Teacher accommodation</i>
<i>Primary school A</i>	.....	<i>Total Existing</i>					
		<i>No. in need of rehabilitation</i>					
<i>Secondary school B</i>	.....	<i>Total Existing</i>					
		<i>No. in need of rehabilitation</i>					

### Format 2: School Application Form for facilities improvements

School Name: .....

School EMIS Number: .....

District: .....

Subcounty: .....

	<i>Number of classrooms</i>	<i>Number of latrines</i>	<i>Number of desks</i>	<i>Number of laboratories</i>	<i>Teacher accommodation</i>
<b>Existing Facilities</b>					
<b>Facilities Required</b>					
<i>No. in need of rehabilitation</i>					
<i>No. new facilities required</i>					

We certify that:

- The land required for the construction and operation of the new facility(y/ies) is owned by the school;
- The guidelines at school and local government levels, applicable laws and regulations, have been fully reviewed and this request is in accordance with them;
- An inclusive process of consultation has been followed regarding key aspects of the application (state those consulted by name and designation and changes made to take into account results of consultations below):  
.....  
.....;
- The information contained on this form is truthful and other financing options to build the facilities have been fully investigated prior to this application.
- An ESSP has been filled out for this application, and is attached.

Signed: Chairperson SMC .....  
 Date:.....

Designation on  
 SMC:.....  
 .....

Signed: 2<sup>nd</sup> Representative SMC .....  
 Date:.....

Designation on  
 SMC:.....  
 .....

Signed: Local councillor of the parish/subcounty/TC/Division in which the facilit(y/ies) is/are to be built:

.....  
 Date:.....

Designation:.....  
 .....

Signed: Headteacher.....  
 Date:.....

Signed: owner of school .....  
 Date:.....

Description of others consulted, how they were consulted, and what changed as a result of the consultation: .....

AFFIX MORE PAGES IF REQUIRED

### Format 3: Checklist for Screening of Subprojects for environmental and social safeguards

School Infrastructure Identification

District/Municipal Council	
Sub-county/Town Council/Municipal Division	
Parish	

Village				
Name of the School				
School Code				
Description of Infrastructure to Construct				
No.	Will the school infrastructure have any of the following impacts (please mark next to the relevant potential impact)	Yes	No	If Yes, describe mitigation measures
1.	• Loss of vegetation cover causing erosion of soil			
2.	• Dumping of construction debris in wetlands or other sensitive areas			
3.	• Use of limited or sensitively located local construction materials			
4.	• Dust pollution due to movement of equipment, digging			
5.	• Noise pollution due to construction			
6.	• Pollution of surface water			
7.	• Health hazards due to inadequate cleaning and maintenance of school latrines			
8.	• Occupation and safety hazards due to collapsing latrine pits			
9.	• Privacy concerns and sexual violence due e.g. to lack of gender separated school latrines			
10.	• Dust and noise pollution due to movement of vehicles etc			
11.	• Safety concerns due to speeding vehicles			
12.	• Land disputes related to the infrastructure (including access)			
13.	• School does not own the land required			
14.	• Involuntary resettlement required to make the land available			
15.	• Influx of labour to carry out the works			

NB: This list is not intended to be exhaustive. For more detailed guidance please refer to the local government environment guidelines issued by NEMA. Please provide more information on a separate sheet.

Name: ..... Title: .....

Signature : ..... Date: .....

Facility-level formats are in the school guidelines.

#### Format 4: Public Notice for Grievance Redress

The following notice should be posted on the LG Notice board, with details specific to the Local Government completed. Schools should fill in requisite sections themselves and update all sections.

**Vote ..... - ..... – Avenues for Education Feedback and Grievance Redress**

**Date:.....**

If a pupil, teacher, parent, member of the public or other school stakeholder has a complaint or grievance in relation to the school, the following are avenues of grievance redress:

Avenue	Type of Grievance	Contact Details
LG Level		

Avenue	Type of Grievance	Contact Details
LG Councillors	<ul style="list-style-type: none"> <li>• Violence against and abuse of children by teachers, staff, contracted labor</li> <li>• Selection of school infrastructure not in line with guidelines</li> <li>• Quality of teaching and teacher absenteeism</li> </ul>	Telephone: Email: Address:
Education Office	<ul style="list-style-type: none"> <li>• Quality of works delivered by contractors</li> <li>• Condition of school infrastructure and facilities</li> <li>• Quality of teaching</li> <li>• Functioning of the School Management Committee</li> <li>• Corruption and misuse of funds</li> <li>• Other issues relating to behavior of school staff, SMC and contractors</li> </ul>	Telephone: Email: Address:
<b>National Institutions</b>		
Police	<ul style="list-style-type: none"> <li>• Violence against and abuse of children by teachers, staff, contracted labor (including defilement and rape)</li> </ul>	Telephone: 112/999 CP ANTI-CORRUPTION 0717 121 110 CP ANTI HUMAN TRAFFIC MINISTRY OF INTERNAL AFFAIRS 0715 411 677 CP SEXUAL & GBV 0713 534 713 CP SEXUAL OFFENCES 0718 642 477  Email: info@upf.go.ug  Address: <a href="https://www.upf.go.ug/key-uganda-police-phone-contacts/">https://www.upf.go.ug/key-uganda-police-phone-contacts/</a>
Uganda Child Helpline	<ul style="list-style-type: none"> <li>• Emotional, physical or sex abuse</li> <li>• Child trafficking</li> <li>• Child neglect esp. by parents or guardian</li> </ul>	Web: <a href="http://uchl.mglsd.go.ug/">http://uchl.mglsd.go.ug/</a> Phone: 116
Uganda Budget Hotline	<ul style="list-style-type: none"> <li>• Quality of works delivered by contractors</li> <li>• Corruption and misuse of funds</li> </ul>	Call for free: 0800 229 229 Feedback: <a href="http://www.budget.go.ug">www.budget.go.ug</a> Email: budget@finance.go.ug
IGG Hotline	<ul style="list-style-type: none"> <li>• Corruption, fraud and misuse of funds</li> </ul>	Report: <a href="https://www.igg.go.ug/complaints/">https://www.igg.go.ug/complaints/</a> Call: +256 414 347387



Avenue	Type of Grievance	Contact Details
		Email: kampala@igg.go.ug (other regions addresses at <a href="https://www.igg.go.ug/contact/">https://www.igg.go.ug/contact/</a> )
Ministry of Education and Sports	<ul style="list-style-type: none"> <li>• Unsatisfactory action against grievances taken as a result of channeling grievances via avenues above.</li> </ul>	Email: pro@education.go.ug Call: 0414 257 038 Feedback: <a href="http://www.education.go.ug/data/faqs/faqs.html">http://www.education.go.ug/data/faqs/faqs.html</a>

## Annex 3: Safeguards procedures to be attached to school construction contracts

Prior to procurement of any investments, and preferably during budget preparation, the local government must ensure that environmental and social screening has taken place in accordance with the guidelines, prior to contracting.

This includes:

- The schools will be screened and “Format 3” – Screening of Projects including Annex 4 completed before being approved for construction
- Where risks are identified, the forms include mitigation actions must identified and the responsible parties, corresponding budgets and
- The District Environmental Officer and Social Safeguard Specialist or certified professional have visited the site to complete the exercise and have approved the mitigation plans.
- The location of the facility should not cause serious and irreversible environmental and social impacts:
- The infrastructure must be constructed on land owned by the LG/ school evidenced by a land title and/or agreement in the names of the institution
- Construction of the infrastructure should not require involuntary resettlement/economic displacement
- It has to be ensured that the construction of infrastructure will not restrict use and access of the land and its resources e.g. water points.
- Construction of the infrastructure should not be done in wetlands
- The infrastructure to be constructed must follow the standard technical designs provided by the MoES

More specifically, the Contractor and his/her employees shall adhere and/or take all other measures required by the Engineer to prevent harm, and to minimize the impact of his/her operations on the social and natural environment.

- **Environmental guidelines:**
  - Minimal vegetation clearing; revegetating cleared areas as quickly as practicable.
  - Ensuring proper site drainage
  - Proper solid waste management: stripped soil (overburden) used for site restoration and landscaping, rather than being dumped offsite; workers do not litter school campus with litter (plastic bags, water bottles, etc); reusable waste (e.g. timber planks, paper bags, etc) given to local people if requested, pit latrines lined with masonry brick work to enable their emptying with a honey sucker when full.
  - The contractor should ensure that these sites (a) are not located within designated forest areas; (b) do not impact natural drainage courses; and (c) do not impact endangered/rare flora. Under no circumstances shall the contractor dispose of any material in environmentally sensitive areas.
- **Social safeguards**
  - Schedule transporting of materials and other noisy activities outside of schools active hours to minimise risk of accidents, road dust and traffic noise
  - Fencing off construction sites to avoid risk of accident of falling debris to children.
  - HIV awareness among the surrounding community and workers
  - All workers should have appropriate safety gear and latrines should be safely dug on firm ground, carefully watching out for signs of possible wall failure to minimise risk of workers at heights or depth
  - The Contractor should whenever possible locally recruit the majority of the workforce and shall provide appropriate training as necessary

- Communities and workers should be sensitized on risks associated with labour influx (Gender Based Violence (GBV), Violence Against Children (VAC), social tensions, etc. and labour disputes issues
- Gender equality should be promoted.

The Environmental and Social Screening Form (ESSF) in Annex 4 must be completed and submitted to the Environment Focal Point Person at Sub-county level or the Environment officer at the District/Municipal level.

## Annex 4: Environmental and social screening form (ESSF)

*This form is to be filled in by the Environment Focal Point Person at Sub-county level or Environment officer at the District/Municipal level*

### REPUBLIC OF UGANDA

#### School / Health Facility Environmental and Social Screening Form

Please type or print clearly, completing this form in its entirety. You may provide additional information on a separate sheet of paper if necessary. Kindly note that the information you are to provide is required by Section 19 of the National Environmental Act, Cap. 153.

Name of the project: .....

Sector of the project: .....

Department implementing the project .....

Name of the District/Municipality where the project is to be implemented:.....

Name of Lower Local Government: .....

Name of Approving Authority .....

***Name, job title, and contact details for the person who is responsible for filling out this form.***

Name:.....

Job Title: .....

Telephone number: .....

Fax number: .....

E-mail address .....

Date:.....

Signature:.....

#### 1. Brief Project Description

Please provide information on the type and scale of the project (project area, area of required land, approximate size of total building floor areas, etc.)

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## 2. The Natural Environment

(a) Describe the land formation, topography, vegetation in/adjacent to the project area (*e.g. is it a low-lying land, water logged, rocky, swampy or wetland, etc.,*)

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(b) Estimate and indicate whether vegetation might need to be cleared

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(c) Are there any environmentally sensitive areas or threatened species that could be adversely affected by the project (specify below)?

(i) Intact natural forests Yes\_\_\_\_\_ No\_\_\_\_\_

(ii) Riverine forest Yes\_\_\_\_\_ No\_\_\_\_\_

(iii) Wetlands (lakes, rivers, seasonally inundated [flooded] areas) Yes\_\_\_\_\_ No\_\_\_\_\_

(iv) How far are the nearest wetlands (lakes, rivers, seasonally inundated [flooded] areas)?  
\_\_\_\_\_ km

(v) Habitats of endangered species for which protection is required under Ugandan laws and/or international agreements. Yes\_\_\_\_\_ No\_\_\_\_\_

(vi) Others (describe). Yes\_\_\_\_\_ No\_\_\_\_\_ (*e.g cultural sites, burial places, etc.,*)

## 3. Rivers and Lakes Ecology

Is there a possibility that due to construction and operation of the project the river and lake ecology will be adversely affected? Attention should be paid to water quality and quantity; the nature, productivity and use of aquatic habitats, and variations of these over time.

Yes\_\_\_\_\_ No\_\_\_\_\_

## 4. Protected areas

Does the project area (or components of the project) occur within/adjacent to any protected areas designated by government (national park, national reserve, world heritage site, etc.,)

Yes\_\_\_\_\_ No\_\_\_\_\_

If the project is outside of, but close to, any protected area, is it likely to adversely affect the ecology within the protected area (*e.g. interference with the migration routes of mammals or birds*)

Yes\_\_\_\_\_ No\_\_\_\_\_

**5. Geology and Soils**

Based upon visual inspection or available literature, are there areas of possible geologic or soil instability (erosion prone, landslide prone, subsidence-prone)?

Yes\_\_\_\_\_ No\_\_\_\_\_

Based upon visual inspection or available literature, are there areas that have risks of large scale increase in soil salinity?

Yes\_\_\_\_\_ No\_\_\_\_\_

**6. Landscape/aesthetics**

Is there a possibility that the project will adversely affect the aesthetic attractiveness of the local landscape?

Yes\_\_\_\_\_ No\_\_\_\_\_

**7. Historical, archaeological or cultural heritage site.**

Based on available sources, consultation with local authorities, local knowledge and/or observations, could the sub-project alter any historical, archaeological or cultural heritage site or require excavation nearby?

Yes\_\_\_\_\_ No\_\_\_\_\_

**8. Resettlement and/or Land Acquisition**

Will involuntary resettlement, land acquisition, or loss, denial or restriction of access to land and other economic resources be caused by the project implementation?

Yes\_\_\_\_\_ No\_\_\_\_\_

**9. Loss of Crops, Fruit Trees and Household Infrastructure**

Will the project result in permanent or temporary loss of crops, fruit trees and household infrastructure (such as granaries, outside toilets and kitchens, etc.,)?

Yes\_\_\_ No\_\_\_\_\_

**10. Noise pollution during Construction and Operations**

Will the operating noise level exceed the allowable noise limits?

Yes\_\_\_ No\_\_\_\_\_

**11. Solid or Liquid Wastes, including Medical Waste.**

Will the project generate solid or liquid wastes, including medical waste?

Yes\_\_\_\_\_ No\_\_\_\_\_

If “Yes”, does the project include a plan for their adequate collection and disposal?

Yes\_\_\_\_ No\_\_\_\_

**12. Pesticides, Insecticides, Herbicides or any other Poisonous or Hazardous Chemicals.**

Will the project require the use of such chemicals? Yes\_\_\_\_ No\_\_\_\_

If, “Yes”, does the project include a plan for their safe handling, use and disposal? Yes\_\_\_\_ No\_\_\_\_

**13. Occupational health and safety**

Will there be any risks of accidents during construction or operation of the project which could affect both human health and environment? Yes\_\_\_\_ No\_\_\_\_

**14. Community Health and Safety**

Will the surrounding community be exposed to accidents due to increased traffic and movement of heavy machinery, Communicable diseases brought by workers from outside of the area?

**15. Land use**

Are there any plans for future land uses on or around the location which could be affected by the project?

Yes\_\_\_\_ No\_\_\_\_

**16. Climate Impacts**

Is the Project location susceptible to earth quakes, landslides, flooding, erosion, or extreme weather conditions that could affect the project?

**17. Human health**

Will the project involve the use, storage, transportation and/or handling of substances that could be harmful to human health or the surrounding environment?

**RECOMMENDATIONS:**

Based on the above screening results, the following recommendations are made:

\_\_\_\_\_ (a) Implementation of the environmental mitigation measures as proposed in the Environmental and Social Management Plan and Clause 8 contained in the Bidding Documents

\_\_\_\_\_ (b) Before construction can commence, preparation of the relevant safeguard instruments (site specific ESMPs) and implementation of a resettlement action plan/compensation plan consistent with the provisions of the Resettlement Policy Framework, November 2002, will be required

**TESTIMONY**

I confirm that the information provided herein is accurate to the best of my knowledge. I will also endeavour to provide additional information and facilitate a site visit if required.

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Signed : Environment Officer

Date :

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Signed: SAS/Town Clerk/Division Assistant Clerk

Date:

## Annex 4: Performance Index

Vote code	District	Performance Index USE	Performance Index UPE
501	Adjumani District	0.33	0.44
502	Apac District	0.35	0.56
503	Arua District	0.35	0.45
504	Bugiri District	0.23	0.49
505	Bundibugyo District	0.23	0.61
506	Bushenyi District	0.50	0.73
507	Busia District	0.28	0.59
508	Gulu District	0.39	0.61
509	Hoima District	0.39	0.55
510	Iganga District	0.33	0.56
511	Jinja District	0.39	0.61
512	Kabale District	0.41	0.62
513	Kabarole District	0.35	0.74
514	Kaberamaido District	0.31	0.47
515	Kalangala District	0.39	0.75
517	Kamuli District	0.30	0.54
518	Kamwenge District	0.34	0.59
519	Kanungu District	0.38	0.56
520	Kapchorwa District	0.28	0.45
521	Kasese District	0.27	0.60
522	Katakwi District	0.34	0.57
523	Kayunga District	0.41	0.52
524	Kibaale District	0.37	0.49
525	Kiboga District	0.31	0.52
526	Kisoro District	0.36	0.51
527	Kitgum District	0.34	0.44
528	Kotido District	0.53	0.60
529	Kumi District	0.37	0.52
530	Kyenjojo District	0.31	0.65
531	Lira District	0.41	0.59
532	Luwero District	0.43	0.62
533	Masaka District	0.46	0.73
534	Masindi District	0.37	0.61
535	Mayuge District	0.29	0.50
536	Mbale District	0.31	0.54
537	Mbarara District	0.46	0.75
538	Moroto District	0.42	0.68
539	Moyo District	0.36	0.48
540	Mpigi District	0.45	0.61
541	Mubende District	0.33	0.52
542	Mukono District	0.52	0.67
543	Nakapiripirit District	0.26	0.60
544	Nakasongola District	0.32	0.55
545	Nebbi District	0.31	0.46
546	Ntungamo District	0.43	0.62
547	Pader District	0.42	0.42
548	Pallisa District	0.27	0.44
549	Rakai District	0.41	0.58



<b>Vote code</b>	<b>District</b>	<b>Performance Index USE</b>	<b>Performance Index UPE</b>
550	Rukungiri District	0.42	0.65
551	Sembabule District	0.31	0.59
552	Sironko District	0.28	0.55
553	Soroti District	0.39	0.44
554	Tororo District	0.34	0.46
555	Wakiso District	0.51	0.71
556	Yumbe District	0.32	0.43
557	Butaleja District	0.24	0.50
558	Ibanda District	0.40	0.65
559	Kaabong District	0.40	0.54
560	Isingiro District	0.36	0.56
561	Kaliro District	0.30	0.51
562	Kiruhura District	0.33	0.61
563	Koboko District	0.37	0.55
564	Amolatar District	0.28	0.51
565	Amuria District	0.32	0.45
566	Manafwa District	0.27	0.44
567	Bukwo District	0.21	0.43
568	Mityana District	0.42	0.57
569	Nakaseke District	0.35	0.64
570	Amuru District	0.33	0.47
571	Budaka District	0.31	0.49
572	Oyam District	0.36	0.47
573	Abim District	0.39	0.60
574	Namutumba District	0.33	0.53
575	Dokolo District	0.34	0.52
576	Buliisa District	0.28	0.55
577	Maracha District	0.31	0.52
578	Bukedea District	0.33	0.61
579	Bududa District	0.25	0.46
580	Lyantonde District	0.41	0.68
581	Amudat District	0.25	0.43
582	Buikwe District	0.45	0.61
583	Buyende District	0.26	0.55
584	Kyegegwa District	0.32	0.58
585	Lamwo District	0.35	0.44
586	Otuke District	0.45	0.49
587	Zombo District	0.26	0.46
588	Alebtong District	0.33	0.46
589	Bulambuli District	0.26	0.49
590	Buvuma District	0.41	0.49
591	Gomba District	0.28	0.53
592	Kiryandongo District	0.42	0.60
593	Luuka District	0.30	0.52
594	Namayingo District	0.32	0.51
595	Ntoroko District	0.30	0.70
596	Serere District	0.30	0.45
597	Kyankwanzi District	0.30	0.49
598	Kalungu District	0.47	0.66
599	Lwengo District	0.38	0.60
600	Bukomansimbi District	0.32	0.58

<b>Vote code</b>	<b>District</b>	<b>Performance Index USE</b>	<b>Performance Index UPE</b>
601	Mitooma District	0.39	0.71
602	Rubirizi District	0.46	0.75
603	Ngora District	0.38	0.50
604	Napak District	0.50	0.62
605	Kibuku District	0.31	0.58
606	Nwoya District	0.29	0.44
607	Kole District	0.42	0.57
608	Butambala District	0.41	0.57
609	Sheema District	0.44	0.72
610	Buhweju District	0.36	0.64
611	Agago District	0.36	0.43
612	Kween District	0.21	0.41
613	Kagadi District	0.37	0.55
614	Kakumiro District	0.37	0.48
615	Omoro District	0.39	0.49
616	Rubanda District	0.41	0.53
617	Namisindwa District	0.27	0.42
618	Pakwach District	0.31	0.50
619	Butebo District	0.27	0.52
620	Rukiga District	0.41	0.58
621	Kyotera District	0.41	0.66
622	Bunyangabu District	0.35	0.65
623	Nabiatuk District	0.26	0.60
624	Bugweri District	0.33	0.56
625	Kasanda District	0.33	0.52
626	Kwania District	0.35	0.56
627	Kapelebyong District	0.32	0.45
628	Kikuube District	0.39	0.55
629	Obongi District	0.36	0.48
630	Kazo District	0.33	0.61
631	Rwampara District	0.46	0.75
632	Kitagwenda District	0.34	0.59
633	Madi-Okollo	0.35	0.45
634	Karenga District	0.40	0.54
635	Kalaki District	0.31	0.47
751	Arua Municipal Council	0.35	0.45
752	Entebbe Municipal Council	0.51	0.71
753	Fort-Portal Municipal Council	0.35	0.60
754	Gulu Municipal Council	0.39	0.61
755	Jinja Municipal Council	0.39	0.61
757	Kabale Municipal Council	0.41	0.62
758	Lira Municipal Council	0.41	0.59
759	Masaka Municipal Council	0.46	0.73
760	Mbale Municipal Council	0.31	0.54
761	Mbarara Municipal Council	0.46	0.75
762	Moroto Municipal Council	0.42	0.68
763	Soroti Municipal Council	0.39	0.55
764	Tororo Municipal Council	0.34	0.46
770	Kasese Municipal Council	0.27	0.60
771	Hoima Municipal Council	0.39	0.55
772	Mukono Municipal Council	0.52	0.67

<b>Vote code</b>	<b>District</b>	<b>Performance Index USE</b>	<b>Performance Index UPE</b>
773	Iganga Municipal Council	0.33	0.56
774	Masindi Municipal Council	0.37	0.61
775	Ntungamo Municipal Council	0.43	0.62
776	Busia Municipal Council	0.28	0.59
777	Bushenyi- Ishaka Municipal Council	0.50	0.73
778	Rukungiri Municipal Council	0.42	0.65
779	Nansana Municipal Council	0.51	0.71
780	Makindye-Ssabagabo Municipal Council	0.49	0.71
781	Kira Municipal Council	0.51	0.71
782	Kisoro Municipal Council	0.36	0.51
783	Mityana Municipal Council	0.42	0.57
784	Kitgum Municipal Council	0.34	0.44
785	Koboko Municipal Council	0.37	0.55
786	Mubende Municipal Council	0.33	0.52
787	Kumi Municipal Council	0.37	0.52
788	Lugazi Municipal Council	0.45	0.61
789	Kamuli Municipal Council	0.30	0.54
790	Kapchorwa Municipal Council	0.28	0.45
791	Ibanda Municipal Council	0.40	0.65
792	Njeru Municipal Council	0.39	0.61
793	Apac Municipal Council	0.35	0.56
794	Nebbi Municipal Council	0.31	0.46
795	Bugiri Municipal Council	0.23	0.49
796	Sheema Municipal Council	0.44	0.72
797	Kotido Municipal Council	0.53	0.60