



THE REPUBLIC OF UGANDA

**MINISTRY OF EDUCATION, SCIENCE,
TECHNOLOGY AND SPORTS ISSUES
PAPER FOR LOCAL GOVERNMENT
CONSULTATIVE WORKSHOPS FY
2016/17**

1.0. INTRODUCTION:

Each year the Education Sector participates in the Regional Budget Consultative Workshops organized by the Ministry of Finance, Planning and Economic Development to sieve out critical policy issues and recommendations to drive the budget allocation for the subsequent Financial Year.

The Sector's objectives to attain the goals of the NDP II and Vision 2040 goals are:

- 1) Achieve **equitable access** to relevant and quality education and training towards rapid transformation of the society and economy of the country;
- 2) Ensure delivery of **relevant and quality education** and training for self-development and competitiveness in the global job market; and
- 3) Enhance **efficiency and effectiveness** of education and sports service delivery at all levels.

2.0. PROGRESS ON IMPLEMENTATION OF RECOMMENDATIONS FROM NEGOTIATIONS:

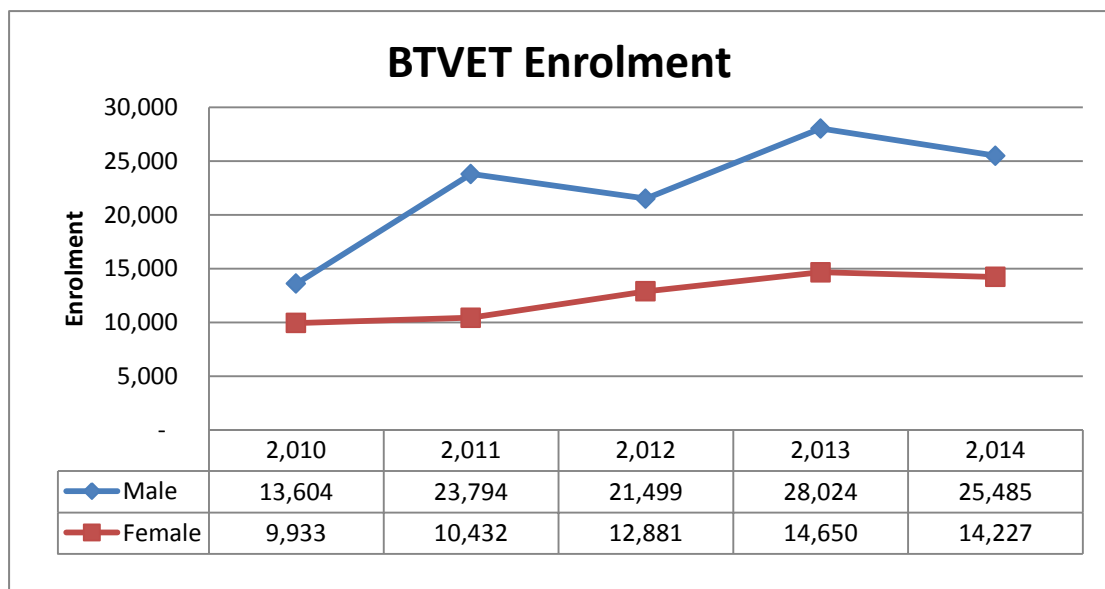
s/n	Issue	Recommendation	Progress
1	The Ministry of Education and Sports (MoES) abolished the policy on grading of schools in July 2014 and this was well appreciated by the meeting. However, it was noted that most of the LGs were not aware of the schemes of service as a result of a communication gap between the centre and Local Governments.	Ministry of Education and Sports was requested to fast track the Scheme of Service and expedite the dissemination of guidelines to Local Governments.	With the abolition of grades, MoESTS issued guidelines to facilitate implementation of the policy shift both a Primary and Secondary Schools. In addition a clarification circular was also issued to the Local Governments on the implementation of the Scheme of Service although the Sector is still faced with a challenge of funding.
2	Local Governments noted that the shortage of English and Science Teachers in most schools was causing poor performance.	The sector was requested to increase number of slots for government sponsored students at NTCs and Universities as well as support institutions that train science teachers	The Sector prioritised 80% of the slots in NTCs for government students pursuing science and English however most students prefer to join Universities on Private Sponsorship. In addition, the Students Loan Scheme now includes courses for humanities and diplomas of which Education is among. Diploma courses at University level admit 80% of students on Government sponsorship.
3	There was concern per unit costing used to allocate the funds for UPE capitations, LGs noted that the Ug. Shs 6,000 per child per annum is regarded as little compared to the standard requirements per child.	It was agreed that Government should either increase the unit costs required by child or explore other modalities for instance, cost sharing with parents in order to provide high quality education to the children.	This was done. The Sector earmarked Ushs.18.3bn to go towards enhancement of the unit cost of UPE from 7,000/= per pupil per year to 10,000/= per pupil per year. Similarly, Ushs.21.48bn was provided to restore the approved unit costs of USE and UPOLET in both Government aided and PPP secondary Schools at 41,000 and 47,000 (USE) for Government and PPP respectively and 80,000 and 85,000 (UPOLET) Government and PPP respectively.
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3.0. IMPLEMENTATION CHALLENGES TO SERVICE DELIVERY

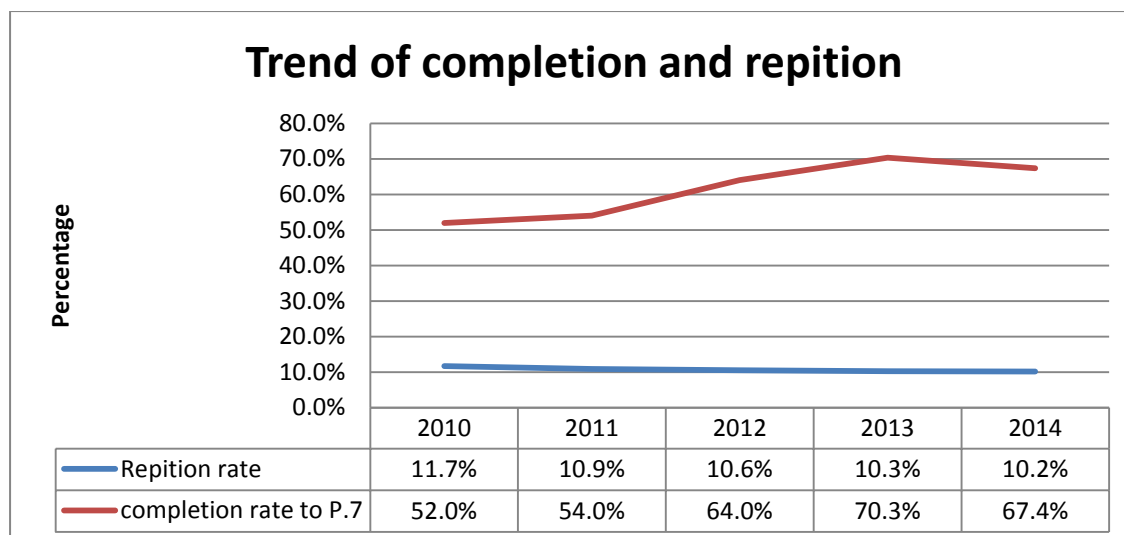
In spite of the transformative effects, which the interventions being implemented by the sector are expected to have on service delivery, there are still a host of challenges and constraints, which continue to undermine the full realization of the intended gains.

3.1 General challenges:

- a) One inherent problem relates to the inadequacy of budgetary allocations to the earmarked sub-sectoral activities and/or the budget cuts especially for the non- PAF activities. The Education sector budget currently constitutes 14.6% of the total national budget. It therefore, does not sufficiently cater for the priority programmes of the sector such as infrastructural development and ICT development in schools
- b) Although the current enrolment data for primary schools signify the existence of near gender parity in educational provision, they actually mask a lot of socio-economic and regional disparities in education. For example, a significant proportion of school-going age children are still excluded from participation especially among the nomadic and fishing communities. There are also still imbalances in Gross Enrolment Ratios between rural and urban areas; and at higher levels of education, girls are still under-represented in the science and vocational subjects and the gap in university education is widening in favour of males. Moreover, even for those who access primary schooling, there is the challenge of increasing the presently low percentage number of pupils with the recommended literacy and numeracy skill levels by strengthening the linkage between educational processes and learning outcomes (outputs).



- c) The low completion rates due to pupil absenteeism, high dropout and repetitions.



- d) Social-cultural, political and economic factors (e.g. early marriages, low income levels in many families that leads to inability to sponsor all children in the family. Priority continues to be given to the male children). These factors continue to haunt the sector’s efforts and achievements in gender mainstreaming for women emancipation and economic development.
- e) Shortages of classrooms, human and material resources and competencies to cope with large increases in student enrolment at the institutional level.

3.2.0 Challenges by subsector:

3.2.1 Pre-primary and Primary Education Sub-Sector:

- a) Concern has been expressed about the continued inertia in primary schools that is stifling the translation of the policy of putting the books in the hands of pupils into action. The Head teachers, especially those from the rural setting, are aware that while the ministry officials will laud them if they fully complied with the book policy, they would be risking losing very many of those books in the presence of poor storage.
- b) Weak capacity for inspection of schools by Local Governments. The 5% UPE Capitation Grant that was designated for monitoring CPTs at the districts has not been utilized as stipulated by some districts. The CPTs are therefore not regularly and effectively monitored in such districts;
- c) A number of districts/ Local Governments have remained complacent on the monitoring of Customized Performance Targets (CPTs), yet the implementation of the policy rests on their good-will as well;
- d) Head teacher, Teacher and pupil absenteeism. Due to continued Head teacher and Teacher absenteeism, inadequate time is expended on task at school level which undermines supervision of the teaching and learning process at school
- e) Data quality. Currently, data on pupils is based on a point estimate generated by enrolment numbers. Which are bases of the annual school census data. In order to bridge the gap between this data and the numbers in attendance, government introduced school registers. However, these are not regularly filled at school level nor monitored at district level. This has made it difficult to bridge the gap between enrolment and attendance in

schools. In future, summary entries from these registers shall be a compulsory component of accountability from districts.

- f) Low community participation in education activities and inadequate district capacity for effective delivery of service
- g) Budget Constraints augmented with the inadequate resources. The Fiscal Decentralization Strategy (FDS) allows Local Governments to apply 10% flexibility on non-wage recurrent budgets to enhance their planning and budgeting across sectors for the non-peace, recovery and development plans (PRDP) districts. While the PRDP districts are allowed a flexibility of up to 50% of both non-wage recurrent budget and the development budget, the application of the flexibility principal under FDS has disadvantaged the Education Sector by shifting away resources that would be used in implementing the sector activities that are also experiencing constrained budgets.

3.2.2 Secondary Subsector:

- a) The need to ensure that at least each rural school has 3 teachers of science and mathematics.
- b) Inadequate budgetary resources to cater for the on-going curriculum review process
- c) Inadequate classroom, science rooms/laboratories, equipment and libraries to cater for continually expanding enrolment
- d) Inadequate supply of qualified science and mathematics teachers.

3.2.3 Business, Technical, Vocational Education and Training (BTJET):

The major challenges that affect the subsector include:

- a) Unfavourable social perception of Technical, Vocational Education and Training. Although initiatives have been undertaken to popularize BTJET programmes, these may take time to yield the desired results.

Information Communication Technology (ICT):

- a) The majority of the schools still lack computers, computer labs and hardware for ICT and cannot use this methodology of ICT in teaching/learning process.
- b) Lack of energy to power computers in most rural schools is slowing the pace of expansion of ICT related initiatives.

SPORTS SUB-SECTOR:

- a) There still exists low and inadequate capacity and quantity of sports personnel e.g. coaches, managers, teachers, doctors, etc. A programme to build capacity has been started.
- b) The teaching of PE&S in primary schools is constrained by lack of equipment, inadequate facilities and PE teachers. Inadequate inspections, non-inclusion of PE in PLE examinations, emphasis by many schools in academics, and limited interest in PE by some head teachers have continued to pose serious challenges.

SPECIAL NEEDS EDUCATION:

- a) The implementation of a teacher to pupil ratio of 1:10 has proved problematic, as some districts have not implemented it.
- b) Provision of specialized equipment and materials for Special Needs requires scaling up.
- c) Poor compliance with Guidelines for construction for accessible physical structures in schools.

HIV/AIDS:

- a) The “condom debate” at primary and secondary schools has not been fully resolved.
- b) HIV/AIDS prevention interventions at PPET and tertiary education levels are still nominal and therefore need to be strengthened further to cater for the older adolescents and or the young people.
- c) The rigid staff establishment ceilings do not provide for relief teachers to mitigate teacher absenteeism, mortality and attrition partly resulting from AIDS related factors.
- d) The growing numbers of orphaned students as well as those infected with HIV/AIDS and yet with minimal services targeting them such as lack of youth friendly services at school level.

Despite all these challenges, the sector managed to register some achievements in key subsectors in FY 2014/15 and these include the following:

Access and Equity

Pre-Primary and Primary Education

- a) Pre-primary enrolment increased by 0.7% from in 430,425 pupils in FY 2013/14 to 433,258 in FY 2014/15;
- b) At the primary level, enrolment increased by 3.7% from 8,459,720 in FY2013/14 to 8,772,655 in FY2014/15;
- c) The GER declined by 6 points from 111.82% in FY2013/14 to 117.00% in FY2014/15.

Secondary Education

- a) Total enrolment in secondary schools increased by 2.1% from 1,362,739 in FY2013/14 to 1,391,250 in FY 2014/15;
- b) GER increased from 26.8 % in FY 2013/14 to 30% in 2014/15 while NER increased from 24.7% to 26% in same period; and,
- c) The GPI (Gender Parity Index), improved from 0.874 in FY2013/14 to 0.884 in FY 2014/15.

Quality

Pre-Primary and Primary Education

- a) The Pupil Teacher Ratio (PTR) in primary education remained constant at 46:1 (54:1 government; 29:1Private) in FY2014/15 as it was in FY2013/14;

- b) Number of primary school teachers increased by 3.1% from 185,548 in FY 2013/14 to 191,217 in FY 2014/15; and,
- c) Total number of primary schools with safe water sources improved to 75.1% in FY2014/15, from 72% in FY 2013/14

Secondary Education (*Government & Private*)

- a) Total number of secondary school teachers increased by 4.7% from 61,100 in FY2013/14, to 63,957 in FY2014/15;
- b) The Student Teacher Ratio (STR) declined by 4.8% from 21:1 in FY2013/14 to 22:1 in FY2014/15; and,
- c) The Student Classroom Ratio (SCR) declined from 46:1 in FY 2013/14 to 50:1 FY2014/15;

BTVET

- a) The Student Instructor Ratio in BTVET improved from 11:1 in FY2012/13 to 10:1 in FY2013/14
- b) Number of BTVET students passing examinations increased by 0.9% from 2,207 in 2013 to 2,354 in 2014; and
- c) The performance of diploma students improved by 0.3% from 845 in 2013 to 1,026 in 2014.

Efficiency and Effectiveness

Pre-Primary and Primary Education

- a) The Survival Rates to Grade 5 improved by 2.1 percentage points from 58.5 % in FY2013/14 to 60.6 % in FY2014/15;
- b) The Survival Rate to grade 7 improved by 3.1 percentage points from 30% in FY2013/14 to 33.1% in FY2014/15;and,
- c) The P7 Completion Rate improved by 4.6 percentage points from 67.4% in FY2013/14 to 72% in FY2014/15.

Secondary Education

- a) The number of students who registered for the Uganda Certificate of Education increased by 4.3% from 293,433 in FY2013/14 to 308,397 in FY2014/15;
- b) Senior 4 Completion Rate increase from 35.3 % in FY2013/14 to 39.1 % in FY2014/15;and,
- c) The Retention Rate (*the proportion of students enrolled in any school year and continues to be in school the following year*). Retention Rate for USE students improved by 1.1% from 26.6% (2010-2013) to 27.7% in 2014.

BTVET

- a) Performance in BTVET examinations improved by 33.3% from 62.5 % in 2013 to 95.8% in 2014;and,
- b) Performance of Students in Community Polytechnics improved by 18% from 79 % in 2013 to 97% in 2014.

Conclusion:

While there are some improvements registered against key indicators as a result of interventions so far made, the challenge that still remains is consolidation and scaling-up in order to continually improve the quality of the education system in terms of increasing its efficiency, effectiveness and quality of school outcomes. This can only happen when we hold key players accountable and also improve coordination within and across entities and MDAs

4.0.Key policy and administrative issues.

Key Policy Issue	Success on policy	Challenge on policy	Areas of Improvement on policy
Coding and Grading of primary schools.	Primary schools that requested for coding and complied to the set guidelines were successfully submitted to MoPS for consideration.	Without conclusive teacher stock on the payroll, the primary teacher's salaries are distorted.	
ECD Policy	<p>Enabled MoESTS to work with funding Agencies (Development Partners) in soliciting for funds</p> <p>Evaluate the 2007 ECD policy to ascertain and address the gaps</p> <p>Registered and licenced several ECD centres</p> <p>Collaborate with MoGSD to spearhead the development of National Integrated ECD Policy for all sectors streaming roles and responsibilities of sectors.</p>	The 2007 ECD Policy did not have a costed implementation plan to make it effective at implementing units.	MoESTS through the GPE project is to fund the review exercise of the ECD Policy aimed at addressing the identified gaps and challenges.
Grant aiding of secondary schools	MoESTS has validated community/private schools to considered for grant aiding in compliance to the guidelines	Budget implication to facilitate the mandatory variables e.g capitation grants, wage bill, development budget e.t.c	Phasing implementation of the policy
Implementation of the UPE and USE/UPOLET policy.	MoESTS put in place guidelines as Basic Minimum Requirement Standards (BMRS) for a school and institutions.	Not all schools or institutions comply to the BMRS.	All primary schools should be regraded.
Facilitate the Departmental heads in LG and M/C for supervision and operational support	DEOs and MEOs have improved in the supervisory work at school level.	The funding only stops at HLG and does not facilitate LLGs	
<p>Unit cost for capitation grants (UPE) at primary</p> <p>USE/UPOLET unit cost per student at secondary</p>	<p>Atleast the unit cost per pupil at primary has been increased from Shs. 7,000 to Shs. 10,000 p.a.</p> <p>The secondary unit cost per student</p>	<p>UPE Unit cost per pupil is still too small to offset the current market inflation thus schools cannot implementing some key components in the curriculum e.g. MDD and Sports)</p> <p>USE/UPOLET capitation unit cost is still too low maintained at a rate set 8 years back i.e 41,000/= and 45,000/= for "O" level public and private respectively while 80,000/= and 85,000/= for "A" level</p>	<p>The allocation formulae for capitation (UPE and USE/UPOLET) have been constant for long, which should be revised.</p> <p>Allocation formulae should be clear and understandable.</p>

Key Policy Issue	Success on policy	Challenge on policy	Areas of Improvement on policy
		public and private respectively per term.	
Timely releases of capitation grant	Capitation grants to schools disbursement via Straight Through Process (STP)	Untimely release of capitation grants	Releases should be made at the beginning of the school term
Special Needs Education	MoESTS has trained Tutors and Inspectors of schools on Functional Assessment and sensitize key Administrators on SNE projects in their schools to inform their oversight role and conduct outreach to institutions for learners with special needs	Limited budget to facilitate the areas for Special Needs Education There is no dedicated staff quota to cater for special needs pupils/students.	Subvention grant for SNE under the UPE formal schools should be disaggregated and increased to cover gazetted SNE schools in the LG. Introduce SNE course units at PTCs and NTCs.
Salary structure at LGs Salaries for primary school head teachers and deputies	Primary teaching staff have had their salaries increased.	Salary scale for Secondary Head Teachers was revised to U1; whereas that of their supervisors (DEOs and DISs) is below at U2, U3 and U4). Delay in streamlining the position of head teachers and deputies at primary and secondary.	Need to revise the salary structure to cater for lines of responsibility and reporting MoPS should revise the salary structure to create a healthy and realistic pay difference between the supervisor and the supervisees so as to motivate and improve service delivery.

4.2.0 Additional Administrative Issues:

1. Through a Sector Wide Approach under from the various platforms like the Education Sector Review, Education Planning and Budgeting Workshop, Local Government Negotiations and Regional Budget Workshops governance and management issues are key in improving public accountability and transparency in delivering sector service.
2. The just concluded Education Science Technology and Sports Sector Review Workshop held from 25th – 27th August, 2015 centered on the **Theme: “Enhancing Governance and Management to Improve Sector Service Delivery”**.

4.2.1 Sanitation:

In FY 2015/16, the Ministry took a position to ensure that sanitation levels in schools. This was after a number of complaints and reports indicated appalling levels in terms of Pupil Stance Ratio. A joint decision through Sector Wide Approach under platforms like the Education Sector Review; Education Planning and Budgeting Workshop, Local Government Negotiations and Regional Budget Workshops that at least 50% of the annual School Facilities Grant (SFG) should go towards construction of pit latrine stances in Primary Schools. It is important that Local Governments that prefer to use the funds for other facilities demonstrate officially that their Pupil Stance Ratios by school and gender is above the national target of 40:1 using the table below:

S/N	School name	Enrolment		Latrine stances			Pupil Stance Ratio		Total Pupil stance ratio
		Boys	Girls	Girls	Boys	Total	Girls	Boys	

4.2.2. Under payment and non-payment of schools:

For FY 2014/15, the Ministry received a number of complaints regarding the underpayment and non receipt of funds by schools especially under the UPE and USE/UPOLET grant. This mainly arose because of three issues:

- i). There was a general shortfall across all schools under the USE/UPOLET programme but together with the Ministry of Finance, Planning and Economic Development, additional resources worth Ushs.21.48bn were availed to restore the traditional approved unit costs. In the same spirit, the unit cost for UPE was raised from 7,000 to 10,000.
- ii). Schools that did not fully comply with the validation exercise to clean up data used to inform allocation ended up getting affected however, all those schools that were communicated by the respective Local Government Accounting Officers with the rightful enrolments were later rectified and consequently paid.
- iii). Wrong account details which include account name, account title, bank branch code or supplier number could jeopardize the remittance of funds to a school through the

straight through processing framework. Districts are requested to always identify such cases early to ensure that they are rectified in time before the closure of a Financial Year. It is important that we have a cut off date of changing accounts and also at least do not change them during the Financial Year.

4.2.3. Grant aiding and school mapping:

The issue of grant aiding of community Secondary Schools has come up in a number of workshops with proposals that the Ministry should at least consider grant aiding schools in areas with no Public Secondary Schools. This year, the Ministry carried out a comprehensive rapid school mapping exercise to identify sub counties with no Government aided Secondary schools in line with the USE policy. Most of these schools were church founded and aspects such as proof of land ownership, target populations and enrolments were captured and a report is being prepared for onward submission to the Cabinet for consideration of special funding. In addition, the Ministry has over 1,140 parishes with no Government aided Primary School which is not in line with the existing policy of one school per parish.

4.2.4. Emergency construction in Primary school:

The issue of Emergency construction of schools at Primary level is still unresolved. The Ministry has a project to handle these Emergencies but with an annual provision of Ushs.1.864bn, the project is overwhelmed with such cases. It is therefore important that as Local Governments plan for the new Financial Year, cases of Emergencies such as blown off roofs and collapsed latrines be prioritised in the work plans notwithstanding their discretionary powers of the enshrined within the Local Government Act.

4.2.5. Inspection:

Despite efforts to step up inspection funding to include facilitation of District Education Officers, the quality of Education outcomes are still on the decline. One of the key reasons is that inspection and support supervision are actually not done to mitigate issues such as absenteeism. It is important that Local Governments adhere to guidelines set by the Directorate of Education Standards through timely submission of inspection reports to ensure that some of the issues are identified early enough.

4.2.6. Taxes:

In line with the policy reversal in FY 2014/15, the tax exemption of Education Civil works and equipment was lifted. The Ministry of Finance, later clarified that VAT and import duty should be part of the work plans submitted by the Local Governments. Local Governments are therefore advised to adhere to these guidelines and ensure that taxes are part of their civil works although this considerably reduces on the scope.

4.2.7. GPE implementation:

For FY 2015/16, the Ministry kick started operations of the Uganda Teacher and School Effectiveness Project where the Pre-Primary and Primary Education Subsector shall benefit from 100 million dollar grant from World Bank and this shall see some issues such as

inadequate infrastructural facilities, teacher motivation and school governance and accountability addressed. Under this project, the Ministry shall oversee the training of head teachers and school management committees and construction of 273 which were selected after failing to meet the following minimum standards thus qualifying as the neediest schools:

- i). 3 permanent classrooms complete with furniture and storage lockers
- ii). One 5-stance VIP block
- iii). Accommodation for at least 4 teachers
- iv). Water harvesting system (10,000 litres)

Local Governments are reminded that they are accountable for the proper usage of these funds and shall follow the normal reporting and accountability procedures. They are also reminded to open separate dedicated non-interest bearing GPE SFG bank accounts with a dedicated cashbook.

4.2.8. Decentralisation of Secondary Education:

There have been concerns over the years about the Ministry decentralising some functions and clinging onto others such as Secondary Education. The Ministry would like to clarify as follows:

Secondary Education unlike Primary Education still takes on a national outlook with teachers still being transferrable across regions and Local Governments.

That notwithstanding, Local Governments are urged to effectively play their roles in aspects that are already decentralised such as management of the payroll, declaration of vacancies and ensuring proper utilisation and accountability of funds appropriated under the respective Votes.

The decentralisation of Secondary is embedded within the Education Act (2008) and changes to these aspects require a review and amendment to the existing Act to ensure full and effective decentralisation.

4.2.9. Teacher's SACCO funds:

The Ministry is currently implementing in a phased manner, a Presidential Pledge of Ushs.25bn which is to go towards starting of a general fund for various teachers' SACCOs around the country. Since FY 2014/15, the Ministry has received funds worth Ushs.10bn and these funds have been channelled to the Uganda Micro Finance Support Centre which is the recognised fund manager since this money is not a grant.

During negotiations with UNATU on teachers' demands, one of the proposals was to have this money channelled to UNATU however the Public Accounts Committee Parliament voiced concerns about transfer of these monies to the union. The Ministry would like to clarify that some SACCOs which have met the criteria have managed to meet the requirements have accessed this money for their members. Local Governments are

encouraged to provide the necessary support to ensure that the Teachers SACCOs are well structured, registered and organised to ensure that they access this money from the Micro Finance Support Centre.

The Ministry is working closely with offices of the Solicitor General, Accountant General and Permanent Secretary/ Secretary to Treasury to see how best to handle the issue of transferring the funds to the Apex of the Teachers SACCO.

4.2.10. School feeding:

The Ministry recognises the fact that school feeding remains an important factor in efforts to achieve the desired Education outcomes. The position of the Ministry remains that feeding is a responsibility of the parent. Local Governments are urged to popularise and sensitise schools on this position and where possible, schools are encouraged to make arrangements with parents to ensure that solid meals are provided a solid meal to the children.

4.2.11. Scheme of Service:

Following the dropping of grading of schools, the Ministry of Education Science Technology and Sports in collaboration with the Ministry of Public Service issued guidelines to all Local Governments to guide on the regularisation and implementation of the policy shift on headship in both Primary and Secondary schools (copies attached). However, due to a number of complaints about the initial guidelines, the Ministry issued a clarification through an addendum to the earlier circular dated 9th January 2015. Despite the above progress, the funds to implement the scheme of service are still yet to be identified to ensure that the reform is fully operational.

4.2.12. Transport and facilitation of Education Departments at districts:

The Ministry requires at least Ushs.9.8bn to cater for 70 non-PRDP districts. It was recommended that these funds be sourced from the normal SFG component. This issue is to be debated in the Education Sector Review and a resolution shall be made because the Ministry is cognizant the challenge faced by the districts in service delivery of Education Services.

But given the paucity of SFG funds against the increasing demand for classrooms and sanitation facilities, there is need for the Ministry of Finance, Planning and Economic Development to consider providing additional funds to exclusively cater for the DEOs transport provision.

5.0. IPFs and Allocation; Consolidation of transfers, Allocation formulae and Budget guidelines

The Ministry of Education Science, Technology and Sports actively participated in the stakeholder's workshop in a workshop to review the design of the proposed inter-

governmental transfers, a reform championed by the World Bank in support with the Ministry of Finance, Planning and Economic Development.

A concrete position on the final allocation formula has not yet been reached but so far the following variables and budgeting requirements were reached for debate at the top Management by the Ministry of Education, Science, Technology and Sports.

Variable	Weighting	Justification
Population of pre-primary and primary school going age	40	Has the highest number of sector beneficiaries and traditionally has been receiving the biggest percentage of grants
Population of secondary school going age	30	Takes the biggest percentage of pupils that complete primary education
Land area	10	Cost indicator – cost of providing education
Literacy	10	Key education performance outcome
Numeracy	10	Key education performance outcome

Overview of Sector Requirements

In order to access conditional grant funding local governments are required to adhere to a number of specific requirements relating to the relevant sector budgets. These are specified in the following sections, and are summarised in the table below:

Grant	Summary of Requirements
Budget Requirements	
Salaries	This should be in line with approved structure, ceilings and the salary scale
Lower Local Services	<ul style="list-style-type: none"> ○ A minimum allocation made in accordance with enrolment eg primary is 10,000. Secondary eg 41,000 for govt, PPP for 47,000 (for A’ level 80,000 and 85,000 respectively) ○ Transfers made to schools (through STP)
Services delivered by HLG	<ul style="list-style-type: none"> ○ Allocate funds to the procurement of instructional materials.
Monitoring and Management of Service Delivery	<ul style="list-style-type: none"> ○ This budget (inspection and supervision) should be appropriated to LLGs in accordance with the inspection guidelines (DES – has these guidelines). ○ Planning, budgeting and coordination of implementation of sector guidelines and priorities
Capacity Building	<ul style="list-style-type: none"> ○ Capacity building activities planned for in line with the positive and negative lists <p>Such positive lists include:</p> <ul style="list-style-type: none"> ○ In-service training /refresher training for teachers ○ Performance appraisal and supervising of head teachers

Grant	Summary of Requirements
	<p>and teachers</p> <ul style="list-style-type: none"> ○ Capacity building eg for newly created districts created without administrative structures ○ Mobilizing communities for education activities and events education dialogues (“baraza”) held normally at the district headquarters or county levels ○ Formulation and implementation of education Ordinances and by-laws <p>The negative lists would include:</p> <ul style="list-style-type: none"> ○ Long term training eg PHD training
Capital Investments	<ul style="list-style-type: none"> ○ Primary, Secondary, BTVET ○ Have to be mindful of needy areas, completion of structures before embarking on new ones, a focus on traditional schools (secondary)
Management Requirements	
Funds Flow	<ul style="list-style-type: none"> ○ Provision of information General Fund Account ○ Details of education institution to benefit from grant transfers ○ Funds transferred through STP ○ Salaries transferred to staff accounts from Treasury
Reporting Requirements	<ul style="list-style-type: none"> ○ Reporting based on the OBT (financial on quarterly basis) ○ Reporting by EMIS (annual)
Monitoring Requirement	<p>Shared with the public through eg the budget website</p> <ul style="list-style-type: none"> ○ Technical monitoring reports ○ Political monitoring reports