

**Education Sector Investment  
Program Review**

**Final Report**

**The Basic Education and Policy Support  
(BEPS) Activity**

**Contract No. OUT-HNE-I-808-00-00038-00  
Support to Uganda Primary Education  
Reform**

**CREATIVE ASSOCIATES INTERNATIONAL**

*Prepared by:*

**Creative Associates International, Inc.**

**William Kromer, Ph.D.  
Technical Advisor**

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**The Global Bureau  
Human Capacity Development Center  
US Agency for International Development**

**June 2001**

## PREFACE

The Basic Education and Policy Support Activity (BEPS), a new five-year initiative sponsored by USAID's Center for Human Capacity Development, is designed to improve the quality, effectiveness, and access to formal and nonformal basic education. As an IQC contract type, BEPS operates through both core funds and Mission buy-ins to provide both short- and long-term assistance to Missions and Regional Bureaus.

BEPS focuses on several important program areas: basic education; educational policy analysis and reform; restorative and additive educational work in countries in crisis (presence and non-presence); and the alleviation of abusive child labor. Services to be provided include policy appraisals and assessments, training and institutional strengthening, and the design and implementation of pilot projects, feasibility studies, applied research studies, seminars/workshops, and evaluations. Under BEPS, USAID also will compile and disseminate results, lessons learned, and other generalizable information through electronic networks, training workshops, national conferences, quarterly and annual reports, publications, and other vehicles.

## EXECUTIVE SUMMARY

USAID/Uganda has supported Uganda's basic education reform since its conception in 1991. In the context of support to that reform, the Mission requested the assistance of an Education Specialist to attend and report on the Education Sector Investment Program Review held in April 2001, review the government's evidence for meeting Tranche 7 Conditionalities, and help formulate a strategy for its new direction in support of basic education.

### ESIP Review

Overall, the Ministry has met all but one of the undertakings set forth for this review. The funding agencies and the Government of Uganda considered the Education Management Information System (EMIS) undertaking partially met and agreed on a process to achieve the undertaking by June 30, 2001. The reviewers expressed confidence that the outstanding undertaking will be met, and, on that basis, agreed that budget support be released on schedule and in accordance with *Modalities for Sector Support Funding to Education Development Activities, March 2001*.

The most critical issues addressed by the review continued to be several measures of fiscal performance by the Government of Uganda regarding the sector as a whole and the primary sub-sector in particular. The emphasis on recruiting more primary teachers and measuring quality indicators carried over from previous reviews. This review directed new emphasis to the training of licensed (untrained) teachers and to steps for improving the quality of the teaching/learning process in the classroom. This report highlights priority issues and items of interest to that were addressed in the review (see Chapter II). The Aide Memoire (available through the Uganda Ministry of Education and Sports) provides a more complete account of the April 2001 Educational Sector Review.

### USAID/Uganda's Tranche 7 Conditionalities

The Ministry had previously met two of the five conditionalities:

- Adequate funding provided by government to primary education
- Action taken by government to increase accountability of public expenditures to primary education

It met two of the remaining three conditionalities during this consultancy:

- Improve educational quality through enhanced performance monitoring and financial planning
- Increase parental and community support for improving educational quality

The Ministry has partially met one of the conditionalities:

- Enhance management of districts and schools for improved educational quality

Progress has been made on this conditionality, and a plan has been accepted for the completion of final activities by June 30, 2001. The Ministry has requested release of \$6,500,000 for completion of four of the five conditionalities.

### **USAID/Uganda Tranche 8 Conditionalities**

Tranche 8 offers an opportunity to use some of the ESIP undertakings as USAID conditionalities *and* one or two conditionalities that relate directly to the new education sector program and objectives. These would be within the framework of ESIP. Optimal impact would be gained if the conditionalities dealt with policy rather than specific program actions. If policy initiatives are not forthcoming, the implementation of the TDMP could be an appropriate conditionality.

### **New Directions for Partnership with the Ministry**

USAID/Uganda has decided to refocus its education program and future strategy in the education sector on three areas (from the March 21, 2001 paper entitled, "Integrated Strategic Plan – SO8):

- Quality of primary education (IR 8.1.3) (examples include provide training, implement minimum quality standards, strengthen TDMS, etc.)
- Girls' education, especially to increase persistence (Statement on page 11)
- Combined health and education activities, including HIV/AIDS (IR 8.1.1) (example: teachers trained to teach special health areas and also use same training to serve as health extension agents)

Based on the new focus, the ESIP process and discussions with Ministry and USAID/Uganda staff, this report suggests objectives and related support activities:

- Improve the classroom performance of primary teachers
- Improve primary teachers' competency to impart health education including HIV/AIDS instruction, reproductive health, immunization, nutrition and sanitation
- Expand use of the TDMS system to include, among other things, a refocus of girls' education to mainstreaming efforts.

The modalities for providing specific support for education in Uganda will have to be selected once objectives have been finalized. The report describes two strategies that illustrate how education and health can be combined into a single focus.

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## GLOSSARY

BEPS	Basic Education and Policy Support Activity
CCT	Coordinating Center Tutor
EFAG	Education Funding Agencies Group
EMIS	Education Management Information System
ESIP	Education Sector Investment Plan
ESCC	Education Sector Consultative Committee
GOU	Government of Uganda
ITEK	Institute for Teacher Education at Kyambogo
MTBF	Medium-term Budget Framework
PAF	Poverty Action Fund
PEAP	Poverty Eradication Action Plan
PTC	Primary Teachers College
TDMP	Teacher Development and Management Plan
TDMS	Teacher Development and Management System
UNEB	Uganda National Examinations Board
USAID	United States Agency for International Development

## I. INTRODUCTION

In Spring 2001, the United States Agency for International Development/Uganda requested technical assistance through the Basic Education and Policy Support (BEPS) Activity regarding Uganda's 5<sup>th</sup> Education Sector Investment Plan (ESIP) Review, the finalization of Tranche 7 Conditionalities, and the Mission's Strategic Objective Number 8. Creative Associates International Inc. (CAII) organized the consultancy and fielded me, William Kromer, to Uganda March 28-April 22, 2001.

### Statement of Work

The solicitation for technical assistance in the education sector summarizes these two tasks:

- Participate in the fifth ESIP Review, scheduled to take place April 2-12, 2001
- Assist USAID/Uganda's SO 8 team in drafting a technical education annex for the Integrated Strategic Plan (ISP), synthesizing reports of earlier education specialists

The reporting/deliverables requirements included a report on the Ministry's compliance with Tranche conditionalities. The report was to contain the actions taken by the consultant, with key MoES personnel, to clear away the outstanding Tranche 7 Conditionalities and provide for the release of funds attached to each one.

My arrival on March 28<sup>th</sup> provided opportunity to participate in meetings of the Education Funding Agencies Group (EFAG), acquire pertinent documents, and meet with the Director, Deputy Director, and Education Advisor of USAID/Uganda prior to the start of the review process. Lists of documents reviewed and individual meetings are provided in Annexes 1 and 2 respectively.

During my consultancy, I also undertook a few additional short tasks, which are reported here.

### Organization of the Report

Five chapters, in line with the organization of the expanded SOW, follow this introduction:

- The ESIP Review
- Tranche 7 Conditionalities
- Tranche 8 Recommendations
- New Strategic Directions (SO 8 ISP)
- Other Tasks

## II. ESIP REVIEW

I attended the fifth ESIP Review meeting, April 2-22, 2001 at the Nile Conference Center. This chapter summarizes what took place during that meeting, the field trips, and related meetings of the Ministry and the EFAG. The Aide Memoire (available through the Uganda Ministry of Education and Sports) describes more fully the objectives of the review, its accomplishment, and issues and concerns that arose.

### The ESIP Framework

The ESIP and its semi-annual reviews are directly linked to USAID/Uganda's September 2000 Concept Paper for its Integrated Strategic Plan, which supports the government's Poverty Eradication Action Plan (PEAP).

Because government believes that education has an impact on the lives of the poor, it has established education targets and monitoring indicators in the PEAP. The long-term targets of the PEAP are to approach 100 percent enrollment by 2003, with pupil-teacher ratio of 41:1 by 2009. Current targets are in Table 1.

**Table 1. PEAP Primary Education Targets**

	<i>1998/99</i>	<i>1999/00</i>	<i>2000/01</i>	<i>2001/02</i>	<i>2002/03</i>
Pupil-teacher ratio	68:1	58:1	48:1	45:1	45:1
Pupil-classroom ratio	131:1	118:1	99:1	88:1	79:1
Pupil-textbook ratio	6:1	6:1	4:1	3:1	3:1

At the April 2001 ESIP Review, the government, funding agencies, and other stakeholders reviewed progress toward meeting these targets and completion of other undertakings related to the targets.

The broad aim of the April 2001 review was to identify strengths and weaknesses of the education system and to make recommendations for improving equitable access, quality, and efficiency. Undertakings were reviewed with the intent of authorizing the release of budget support for undertakings attained. Setting of undertakings for October 2001 was another important aim of the review.

### Progress Toward Undertakings

The ESIP Review participants looked at two sets of undertakings that the Ministry was to have completed by this meeting. One set of six was initially agreed in the April 2000 review but were not completed by the October 2000 Review and therefore, carried over. Another set of seven were undertakings for completion by the April 2001 Review. The Ministry announced to the review participants which undertakings it had met and which it had not met (details included in the Aide Memoire).

## Undertakings Carried Forward from the October 2000 Review

The Ministry has met the following undertakings carried forward from the October 2000 Review.

- Recruited, appointed, and deployed 15,308 teachers (15,000 was the new target set at the October 2000 review)
- Made significant improvement in the management of the primary and secondary teacher payroll
- Cleared teachers' salary arrears for the period FY 93/94 – 98/99 amounting to Shs. 9,127,351,643/=
- Commenced the process of decentralizing the teachers' payroll
- Commenced the piloting for strategic planning within the MTBF in four districts regarding resource-based minimum quality standards and unit costs, and
- Completed the restructuring of the MoES at 95% level, with one key post not yet filled (Director of Education)

The Ministry also made progress in activities related to undertakings and/or integral to ESIP objectives. These included:

- Provision of guidelines for districts to develop capacity, i.e., developed plans for the orientation of teachers, CCTs, and district officials on the new primary school curriculum
- Progress in classroom construction
- BTVET sub-sector completed the mapping exercise, staffed 11 instructors' colleges, and developed the National Qualifications Framework and Authority
- The pioneering activity of giving financial and technical support to private sector institutions providing business, technical, and vocational education

One action by government, the abolition of cost sharing for tertiary institutions, can have dire financial implications for the quality of the institutions unless government directly compensates from its own budget resources.

## Undertakings Set for the April 2001 Review

After some tense moments, it was agreed that the Ministry had met four undertakings, that two undertakings could not be rated and that one undertaking was partially met.

The four undertakings met are:

- Financial Commitment
- Outcome (Equitable Quality)
- Equitable Access, and
- Teacher Recruitment

The Review resolved the issue of the two undertakings that could not be rated by determining specific action that addressed the spirit and intent of the undertakings. The first, statutory audit of the sector, was changed to requiring a Harmonization study which would recommend the necessary procedural and systemic changes to make it possible for the Auditor General to issue

sector-wide statutory audits for the education sector. The second, quality enhancement, was not rated because the EMIS results from the 2000 school census were not analyzed. The preliminary EMIS results, however, showed that the Ministry had made significant progress in improving the quality enhancement indicators.

The review agreed that the undertaking not fully met, Educational Management Information System, be given until June 30, 2001 to complete the activity. The Ministry produced a detailed plan of action to accomplish the activity by that date.

### **Revision in the Process for Agreeing and Assessing Critical Quality Undertakings**

The critical quality undertakings needed a process revision because of delayed EMIS results. In recognition of this, the Ministry proposed a revision in the process for agreeing and assessing the critical quality undertakings. The proposal endorsed the proposal and timetable and agreed that it should be built into the planning for future reviews. The timetable for this follows:

- March/April: Necessary data for the majority of indicators collected as part of the annual school census. This will reflect the position at the beginning of any school year and take account of changes during the previous year.
- July/August: Analysis of data undertaken and indicators produced for current academic year. These can then be included in the report prepared ahead of the October review.
- October: Monitoring of targets set for current academic year, also in light of known current program of work, finalizing of targets for following year and giving first consideration to the targets for the year after that in order to set priorities and programs for the next twelve months.

Hence a two-year cycle for setting, measuring, monitoring, and evaluating targets, as illustrated below, is established:

- October 2001: Assessment of indicators for 2001 and in light of those, finalizing the targets for start of academic year 2002.
- April 2002: Collection of data for 2002 through annual school census and proposal of targets for academic year 2003.
- October 2002: Assessment of indicators for 2002 against targets set and in light of those finalizing of targets for start of academic year 2003.

This process will get the setting of targets back on track. Targets set for October 2001 can be modified, if necessary, by the ESCC in the light of confirmed 2000 census data. The 2002 critical undertakings will be confirmed in October 2001 when it should be possible to evaluate performance against the indicators for 2001.

### **ESIP Issues of Interest to USAID**

This report will not repeat the thorough account of the ESIP review covered in the Aide Memoire. Instead, it focuses on issues particularly relevant to USAID's interests: Quality primary education, performance and training of teachers, equity and girls' education, health,

especially HIV/AIDS intervention at the primary school level, decentralization, and instructional technology.

### *Quality Primary Education*

The quality of primary education has been an USAID priority for over a decade as evidenced by the resources devoted to planning and implementing the SUPER non-project and project activities. That priority, with some assistance from the World Bank PETPD project and later additional donors, resulted in the reform of primary education in the whole of Uganda. By 1997 the reform made significant improvements in the teaching/learning process for the Ugandan child including several key policy initiatives, the establishment of the TDMS outreach and support system, training of thousands of teachers and head teachers, the provision of a primary education management system and the provision of textbooks and other instructional materials.

The challenges of the primary education reform were rendered more daunting by two initiatives of government aimed at improving equity and access in education. These were Universal Primary Education (UPE) and decentralization. These commendable initiatives quickly caused a regression in the quality of primary education. UPE, in particular, profoundly affected the quality of the classroom environment and teaching. Huge class loads and a 50 percent reduction in per pupil instructional materials caused a crisis of performance in the schools. Confusion over the new role of local government in directing the affairs of primary education complicated these issues.

Decentralization and UPE underscored the need for urgent attention to pupil/teacher ratios, class size, large numbers of untrained teachers, failure to recruit teachers authorized by the wage bill and provision and management of scarce resources for primary education. Fortunately ESIP planning, coupled with project and budget support resources, led to some progress in addressing these concerns. Much is yet to be done.

Frankly, the lack of focus in the Teacher Education Department, the much delayed introduction of the primary curriculum, the failure to use the TDMS system effectively in addressing continuous professional development of teachers, the failure to use the in-service training potential of the Core Primary Teacher Colleges, the loss of technical assistance when the SUPER and PETDP projects ended, the delay in implementing EMIS, and other variables have been recent impediments to the improvement of quality teaching and learning for the Ugandan child.

The ESIP review did recommend activities for MoES action that relate directly to some of the above conditions. EMIS implementation received priority support. The Grade III PTC in-service program for untrained teachers received the go ahead although the initiative is not adequately resourced for the short or long term. These initiatives, historically supported by USAID, can be central to the new ISP priorities, especially those that provide technical assistance for continuous development of teachers, in-service certificate training of licensed teachers, HIV/AIDS instruction in classrooms, and support for girls' education.

### ***Performance and Training of Teachers***

The performance of teachers is the critical factor in providing quality primary education. Performance in the context of previous USAID support has three dimensions. One is teaching conditions including the conditions of service and conditions regarding classroom resources. The second dimension is initial training of teachers at the Grade III certificate level using the TDMS outreach system. The third is continuous professional development of serving teachers for the length of their career. USAID's SUPER project and non-project assistance supported Uganda's progress on all three fronts. USAID's 2002 – 2007 program and strategy will continue to address these initiatives in the context of the historic support of quality primary education.

The advent of UPE created conditions that lowered the performance of teachers. USAID, in partnership with the government and EFAG, has contributed to ESIP initiatives to resolve some of teacher performance and training issues. What is becoming increasingly evident is that long-term technical assistance is needed to support the Ministry in moving teacher performance to acceptable levels. Clearly that is an interest of USAID.

The delay in finalizing and implementing the Teacher Development and Management Plan (TDMP) was recognized by the review. Specific actions were outlined to make the plan operational by the October 2001 review. USAID/Uganda and MoES have a vested interest in the full implementation of the TDMP based on its efforts to create the TDMS system in the first place. The delivery of improved teaching and learning is dependent on the TDMS system becoming a better support vehicle for the schools of Uganda. The timely implementation of TDMP is a necessary next step. Future project support (technical assistance) for TDMP implementation would extend USAID's past interest in the outreach system to the needs of today.

### ***Equity and Girls' Education***

Equity issues are important to USAID because of its focus on girls' education. The Ministry has made great strides improving equity for girls in the primary system. Nearly as many girls attend school as boys. Girls are now the top performers in the Primary Leavers Exam. Many classrooms have more girls than boys and that trend continues. The fact remains, however that certain elements of the primary school system and community environment diminish full opportunity for some girls to complete the primary cycle successfully.

Chief among these factors is the need to mainstream gender concerns into the classroom, school, and community environments. The Review highlighted this as a prime activity. It also identified the lack of policy framework as undercutting the impact of the Ministry's Strategies for Improving Girls' Education. USAID's previous support of girl education activities in the Ministry, such as the "Girls Can Do It!" program, can be expanded as part of teacher training projects that place emphasis on girls' education.

### ***Health, Especially HIV/AIDS Intervention, at the Primary School Level***

The review was not specific in suggesting the way forward for the linking of HIV/AIDS instruction to the primary sub-sector. However, if USAID supports a teacher-training project, it

can certainly incorporate new teacher behavior that provides pupils with an understanding and appreciation of the HIV/AIDS problem. Teachers can be trained to impart practical lessons to shield pupils from the ravages of HIV/AIDS. Similarly, teachers can be prepared to serve as HIV/AIDS field health resources for their communities. USAID may want to explore this and other possibilities while developing its ISP strategy and program.

### ***Decentralization and Instructional Technology***

This review did not focus much on these two issues. A small portion of one working group activity dealt with Information, Communication, and Technology (ICT) but did little except suggest that an ICT policy be developed. Decentralization was only referred to in an oblique manner. While decentralization and instructional technology remain an interest of USAID/Uganda, ESIP is not sharply focused on either of them.

### ***Other Items***

USAID/Uganda recognizes the implications resulting from the abolition of cost sharing. Two implications have the potential for stalling quality improvements in primary education. The first is financial. The training institutions will quickly lose the ability to perform and/or survive unless government can provide for the entire amount of lost revenue.

The second implication is the potential loss of partnership between the parents, community, and the schools in delivering quality primary education. Parents and communities falsely interpret the abolition of cost sharing to mean that government will provide everything needed for educating their children. The active involvement and participation of parents and community can fade away because of this misconception. USAID can use its relationship with high levels of the Ugandan government to encourage public clarification about the importance of parents and communities being active partners in the provision of quality education.

A very important footnote was attached to Table 2, "Proposed Critical Undertakings for Budget Release October 2002." This footnote recommended that the target pupil-teacher ratio be based on P1 and P2 classes exclusively. I advocated for this because the current pupil-teacher ratio, based on an average of seven grades, completely hides the serious problem of the huge ratios in the lower classes. The government needs to focus on reducing the P1 and P2 class ratio to a level that provides pupils with a solid foundation for their educational experience. Parents and pupils quickly figure out that attending school is not a productive alternative to work at home when the child is lost in a mass of pupils day after day and, therefore, not gaining an education. Upper grade levels will automatically produce reasonable pupil-teacher ratios because of the effect of the examination system and cultural factors. Advocating for P1 and P2 targeting was encouraged during meetings of ESCC and during the October 2001 review.

Wastage in the teacher education system is a continuing concern. The review field trips shed new light on the reasons for this. The principal of the Nyondo Core PTC stated that 94% of the in-service trained teachers passed the teaching practice segment of the exam. This is to be expected as the CCT works with them in the classroom for three years and the teachers participate in monthly peer group meetings for those years. The principal described these

candidates as being well prepared and knowledgeable of the craft of teaching. The problem was that less than half passed the comprehensive subject matter exam. He and others claim that the nature and content of the comprehensive exam guarantees a high failure rate. Furthermore, it appears that the exam discriminates heavily against women candidates who are thrust into teaching the lower grades where the challenging class loads and lack of instructional resources are severe. Yet almost all of these women do well on the practice teaching qualification and perform well in their classroom during the three years of training. Excluding them harms the ability of the nation to provide quality education. USAID may want to see to what extent the above situation is representative of the nation.

On another note, wastage will continue to plague the system until the entry requirements are raised, providing candidates who have command of the English language and sufficient levels of subject matter knowledge.

Another wastage factor is the dropout of pupils in the primary system. Although the number of pupils staying in the system since UPE implementation has more than doubled, the fact remains that large numbers of pupils do not complete the primary cycle. The preliminary dropout data, from EMIS 2000 results, reveal that boys and girls drop out in equal numbers during the 7-year primary cycle (121,697 for boys and 118,959 for girls). EMIS 2000 preliminary data reveal that about 20,000 more boys than girls enroll at P1 and this gap of 20,000 to 30,000 continues until P4 (UPE cadre). Again, girls and boys are nearly equal in persistence among the UPE cadre. The gap for girls goes to 40,000 in P5, 48,000 in P6 and 56,000 in P7. The 2001 census will reveal if the UPE cadre trend continues showing that boys and girls are equally persisting/dropping out or that the percentage of girls dropping out is greater than the percentage for boys.

The field trip to Mbarara led to a discussion about the cause of pupil dropouts. Most agreed that the reasons fell into two categories: school environment and cultural environment. Specific reasons given for each category are listed below:

#### School Environment

- underage and/or overage when entering school
- terrible classroom/learning conditions for P1 & P2
- P1 and P2 teachers less trained and experienced
- unaffordable school costs (uniforms, paper, etc.)
- little value gained when pupil lost in huge classes
- too many teachers absent daily
- Lack of toilets & sanitary facilities
- lack of safe drinking water

#### Cultural Environment

- rampant illness of pupils
- commercial (markets)/family labor
- early marriage
- poor nutrition, malnourished
- many orphans with no home support
- too many pupils absent daily
- children used for domestic chores
- little parent direct support for pupil scholarly effort (not engaged)
- puberty

USAID/Uganda may wish to flag the dropout issue during ESCC and EFAG discussions in preparation for specific recommendations for the October 2001 ESIP Review.

### III. COMPLIANCE WITH TRANCHE 7 CONDITIONALITIES

USAID/Uganda asked me to assist key MoES officers in compiling compliance evidence for the five Tranche 7 Conditionalities. The evidence of compliance would allow releasing funds and returning the pipeline to a more normal status. I worked with members of the Planning Department and the Inspectorate in reviewing actions taken and assisting them to provide evidence for submission. This included the preparation of explanatory letters, preparation of a tabular status report showing the progress made on each conditionality, preparation of a plan for completing the fifth conditionality by 30<sup>th</sup> June, and preparation of internal MoES memos used to inform top management of Tranche 7 progress. The Permanent Secretary communicated this information--including evidence that four conditionalities have been met and that the fifth conditionality would be completed by 30<sup>th</sup> June 2001--to USAID/Uganda. The Permanent Secretary requested that \$6,500,000 be released for the four completed conditionalities. I concur with this request based on the evidence provided by the Ministry (see following status report). A plan for completing the fifth conditionality was submitted for completion by 30<sup>th</sup> June 2001. I recommend the release of \$1,500,000 once evidence of this plan has been received.

This chapter is a report on this activity. It begins with a brief summary of the five Tranche 7 conditionalities, the status of the government's progress toward meeting each of them, and comments. Then follows several pages of tables with more detailed accounts of the status and progress. (I also assisted the Mission's Educational Specialist draft an Action Memo that presented this information and recommended the disbursement of \$6,500,000 for the four completed conditionalities).

**1. Allocate and Release Specified Percentages of the Government Recurrent Budget (1999-2000) to (a) Education, (b) Primary Education, and (c) Instructional Materials.**

**Status: Fully met (\$2,000,000)**

This conditionality is also an undertaking of the ESIP, and government had much to gain by full compliance.

**2. Develop Minimum Quality Indicators of School/Student Performance and a Budget Based on Costs of Raising Performance to These Levels.**

**Status: Fully met (\$1,500,000)**

The Government has submitted to USAID/Uganda evidence of these indicators and budget based on the Medium-term Budget Framework (MTBF). It has further taken these to the district level by implementing the MTBF in four pilot districts. Although government did not follow precise steps dictated by the conditionality, the steps taken are probably more reasonable. Government expanded the baseline study from one to forty-one districts. That resulted in many districts benefiting from the process, giving them a

valuable tool (a district profile of minimum standards met by the respective schools) for planning.

### **3. Increase Accountability of Public Expenditures.**

**Status: Fully met (\$1,500,000)**

Like the first conditionality, this one is also an undertaking of the ESIP, and government has complied.

### **4. Increase Parental and Community Support for Primary Education.**

**Status: Fully met (\$1,500,000)**

These tasks appear to be fulfilled by the ongoing activities of government except that implementation has been delayed due to the process of amending the Local Government Act and the review of the School Management Committee rules by the Ministry of Justice. A letter from the Ministry clarified this process, verified that the materials were ready but would be revised based on the response from the Ministry of Justice, and that the Ministry was committed to print and disseminate the brochures in the next fiscal year.

### **5. Improve Performance of District Inspector of Schools (DIS) and Head Teachers.**

**Status: Partly (four/fifth) met (\$1,500,000)**

Government has set the performance standards for the two positions, field-tested them in pilot districts and has submitted a plan to USAID/Uganda for completing the remaining tasks by 30<sup>th</sup> June 2001. The process of the National Inspection Initiative provided valuable pre-training. It is recommended that the \$1,500,000 be released when the Ministry provides evidence that the submitted plan has been completed by 30<sup>th</sup> June 2001.

Table (a): A Status Report on the Fulfillment of Conditionalities For USAID NPA 7<sup>th</sup> Tranche Funds as of 13<sup>th</sup> April 2001

Conditionality	Specific Actions Agreed to Be Undertaken by MOES	Status of Fulfillment as of 13 <sup>th</sup> April 2001	Further Actions Required	Remarks
<p>(1) Adequate funding from the central government is provided to the primary education system in Uganda. Specifically, the Government of Uganda will:</p> <p>Fiduciary Implications to MOES:-</p> <p><i>Satisfactory fulfillment of all the all the three specific activities under this conditionality entitles GoU/MOES to US\$ 2,000,000.</i></p>	(i) Budget for and release to the education sector no less than 31% of the total FY 1999/2000 government recurrent expenditure;	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity</li> <li>USAID's participation and concurrence with the outcomes related to this activity of the conditionality in the April 2001 Education Sector Review is further evidence of our satisfactory fulfillment of the conditionality.</li> </ul>	None	<p>Activities under this conditionality have been concurrently fulfilled under the ESR undertakings. The April 2001 Review approved the scheduled basket funding releases.</p>
	(ii) Budget for and release to primary education no less than 17.5% of the total FY 1999/2000 government recurrent expenditure; and,	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity</li> <li>USAID's participation and concurrence with the outcomes related to this activity of the conditionality in the April 2001 Education Sector Review is further evidence of our satisfactory fulfillment of the conditionality.</li> </ul>	None	
	(iii) Allocate at least 3.1% of the FY 1999/2000 recurrent budget within the Ministry of Education and Sports to a separate line item for instructional materials.	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity</li> <li>USAID's participation and concurrence with the outcomes related to this activity of the conditionality in the April 2001 Education Sector Review is further evidence of our satisfactory fulfillment of the conditionality.</li> </ul>	None	

Conditionality	Specific Actions Agreed to Be Undertaken by MOES	Status of Fulfillment as of 13 <sup>th</sup> April 2001	Further Actions Required	Remarks
<p>(2) Efforts are undertaken by the central government to improve educational quality through enhanced performance monitoring and financial planning. Specifically, the Government of Uganda will:</p> <p><b>Fiduciary Implications to MoES</b></p> <p><i>Satisfactory fulfillment of all the all the three specific activities under this conditionality entitles GoU/MOES to US\$ 1,500,000.</i></p>	(i) Establish a baseline from a national sample, reporting student learning attainment on key competencies of literacy and numeracy;	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity.</li> </ul>	None	<p>Activities under this conditionality have been concurrently fulfilled under the ESR undertakings. The April 2001 Review approved the scheduled basket funding releases.</p> <p>A letter to USAID offering this explanation (justification) is being prepared for your concurrence and signature.</p>
	(ii) Develop a framework of minimum school quality indicators, linked to sustainable unit costs within the medium term budget framework, for use at community, district and national levels; and,	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity.</li> </ul>	None	
	(iii) Initiate a baseline survey of schools in one district to determine the percentage of schools meeting the minimum standards as a basis for a plan of action by communities and the district.	<ul style="list-style-type: none"> <li>USAID has received the corroborating documents <u>but</u> has <u>not yet</u> confirmed its acceptance of these documents as satisfactory fulfillment of the activity.</li> <li>The sub condition required MoES to carry out a baseline survey in schools in one district, whereas MoES through its <b>National Inspection Initiative</b>, decided to broaden the survey to schools in 41 districts</li> </ul>	<p>USAID wants an explanation justifying this action. MoES needs to give a justification why it decided to carry out a survey in 41 districts instead of the original one district.</p> <p>USAID needs to receive evidence that reports were sent to the districts.</p>	

Conditionality	Specific Actions Agreed to Be Undertaken by MOES	Status of Fulfillment as of 13 <sup>th</sup> April 2001	Further Actions Required	Remarks
<p>(3) Appropriate actions are taken by the central government to increase accountability of public expenditures to primary education. Specifically, the Government of Uganda will:</p> <p><i>Fiduciary Implications to MoES</i></p> <p>Satisfactory fulfillment of all the all the three specific activities under this conditionality entitles GoU/MOES to US\$ 1,500,000</p>	<p>(i) Develop a scope of work for a second independent audit, on behalf of the Auditor General, based on the recommendations and findings of the first independent audit of all recurrent and development education expenditures completed by Price Waterhouse in April 1999;</p>	<ul style="list-style-type: none"> <li>• USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity</li> <li>• USAID's participation and concurrence with the outcomes related to this activity of the conditionality in the April 2001 Education Sector Review is further evidence of our satisfactory fulfillment of the conditionality.</li> </ul>	USAID needs a copy of the TORs	Activities under this conditionality have been concurrently fulfilled under the ESR undertakings. The April 2001 Review approved the scheduled basket funding releases.
	<p>(ii) Based on the completed scope of work, carry out a second independent audit of all public recurrent and development expenditures to education during FY 1999/2000; and,</p>	<ul style="list-style-type: none"> <li>• USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity.</li> <li>• USAID's participation and concurrence with the outcomes related to this activity of the conditionality in the April 2001 Education Sector Review is further evidence of our satisfactory fulfillment of the conditionality.</li> </ul>	None	
	<p>(iii) Issue a letter of intent that describes over the next three-year period how the Grantee will finance and when the Grantee will schedule two independent audits of public expenditures to education per fiscal year.</p>	<ul style="list-style-type: none"> <li>• USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity.</li> </ul>	None	

Conditionality	Specific Actions Agreed to Be Undertaken by MOES	Status of Fulfillment as of 13 <sup>th</sup> April 2001	Further Actions Required	Remarks
<p>(4) Parental and community support for improving educational quality increases. Specifically the Government of Uganda will:</p> <p>Prepare and implement a dissemination strategy to encourage community and parental support for improving educational quality. Indicators for the dissemination of this strategy will include the:</p> <p><i>Fiduciary Implications to MOES:</i></p> <p><i>Satisfactory fulfillment of all the all the three specific activities under this conditionality entitles GoU/MoES to US\$ 1,500,000.</i></p>	<p>(i) Development and distribution of training booklets targeting education officers at districts and sub-county levels on educational quality issues;</p>	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity</li> </ul>	None	
	<p>(ii).Development and distribution of brochures on educational quality issues in regional languages for school management committees, local leaders, community members and parents utilising results from participatory educational research at the community level; and;</p>	<ul style="list-style-type: none"> <li>USAID has received the corroborating documents submitted by MoES <u>but has not yet</u> accepted them as satisfactory fulfillment of the sub-condition.</li> <li>A further <u>explanation</u> is deemed necessary. This explanation should explain the progress so far made in getting the new SMC regulations approved by Ministry of Justice. Also an explanation is necessary on the role of districts in translating brochures developed by MoES on Educational quality issues for the benefit of SMC's, local leaders, committee members etc. into local/regional languages.</li> </ul>	<p>Explanatory letter to USAID is attached for your concurrency and signature.</p> <p>USAID needs to receive copies of the draft brochures e.g. in regional languages.</p>	
	<p>(iii) Preparation and utilisation of radios and media talk shows on local efforts to improve the quality of education at schools.</p>	<ul style="list-style-type: none"> <li>USAID has received and accepted corroborating documents submitted by MoES as evidence of satisfactory fulfillment of this activity</li> </ul>	None	

Conditionality	Specific Actions agreed to be undertaken by MOES	Status of Fulfillment as of 13 <sup>th</sup> April 2001	Further Actions Required	Remarks
<p>(5) Enhance management of districts and schools for improved educational quality. Specifically, the Government of Uganda will:</p> <p>Prepare and implement a process for annual assessment of the professional performance of district inspectors of schools (DIS) and head teachers for tracking improvement in pupil learning. Indicators for this assessment will include:</p> <p><b>Fiduciary Implications to MoES</b></p> <p>Satisfactory fulfillment of all the all the four specific activities under this Conditionality entitles GoU/MoES to US\$ 1,500,000.</p>	(i) Development of minimum performance standards for both positions;	<ul style="list-style-type: none"> <li>USAID has found it difficult to accept a number of corroborating documents submitted to them by MoES (Inspectorate) as sufficient to the fulfillment of this sub-conditionality.</li> <li>MoES (Inspectorate) has submitted revised programme for meeting the sub-conditionality within the current calendar year.</li> <li>USAID shall await the satisfactory fulfillment of the sub-conditionality.</li> </ul>	<ul style="list-style-type: none"> <li>Inspectorate Department is strictly required to adhere to the revised programme they submitted for the fulfillment for the Conditionality;</li> <li>PS/ES to personally oversee the implementation of the revised programme presented by Inspectorate Department;</li> <li>CEP to request for periodic progress reports to be used for updating USAID on the progress in satisfying the sub-conditionality; and,</li> <li>PEP/M&amp;E to provide periodic updates to PS/ES and CEP on the progress made to satisfy the Conditionality.</li> </ul>	<p>As a consequence of unsatisfactory evidence submitted by MoES to USAID, USAID has decided to put this conditionality aside until it is fully met.</p> <p><b>This implies that:-</b></p> <ul style="list-style-type: none"> <li>GoU/MoES cannot access the entire US\$ 8 Million of the Tranche as earlier planned;</li> <li>in the best scenario (i.e. USAID accepts our explanations to some of the issues already pointed out above) GoU/MoES can access a maximum of US\$ 6.5 million at the present</li> <li>in the worst scenario GoU/MoES can only access US\$4.5 million</li> </ul>
	(ii) Development and implementation of an annual calendar of specific actions to be performed by those carrying out the assessment;	<ul style="list-style-type: none"> <li>USAID has found it difficult to accept a number of corroborating documents submitted to them by MoES (Inspectorate) as sufficient to the fulfillment of this sub-conditionality.</li> <li>MoES (Inspectorate) has submitted revised programme for meeting the sub-conditionality within the current calendar year.</li> <li>USAID shall await the satisfactory fulfillment of the sub-conditionality.</li> </ul>		
	(iii) Development and implementation of the training and materials needed by the supervisors of those being assessed; and,	<ul style="list-style-type: none"> <li>USAID has found it difficult to accept a number of corroborating documents submitted to them by MoES (Inspectorate) as sufficient to the fulfillment of this sub-conditionality.</li> <li>MoES (Inspectorate) has submitted revised programme for meeting the sub-conditionality within the current calendar year.</li> <li>USAID shall await the satisfactory fulfillment of the sub-conditionality.</li> </ul>		
	(iv) A random sampling of DIS's and head teachers to reveal trends in performance as affecting learning.	<ul style="list-style-type: none"> <li>USAID has found it difficult to accept a number of corroborating documents submitted to them by MoES (Inspectorate) as sufficient to the fulfillment of this sub-conditionality.</li> <li>MoES (Inspectorate) has submitted revised programme for meeting the sub-conditionality within the current calendar year.</li> <li>USAID shall await the satisfactory fulfillment of the sub-conditionality.</li> </ul>		

ESA	-	Education Standards Agency
FY	-	Financial Year
MTBF	-	Medium Term Budget Framework
OAG	-	Office of the Auditor General
DIS	-	District Inspector of Schools

#### IV. IDEAS REGARDING TRANCHE 8 CONDITIONALITIES

It is recommended that Tranche 8 Conditionalities be identical to those contained in the April 2001 ESIP Review. These are to be met by the Government by the October 2001 review. Doing this will greatly simplify the process for Government and provide for timely release of the funds. It will allow the pipeline to recover from the 7<sup>th</sup> Tranche delays. However, may wish to include one or more conditionalities outside the ESIP undertakings for the October, 2001 ESR. These conditionalities would need to be agreed immediately if the MoES is to have time to complete them for the October ESR.

It is further recommended that the Mission consider the addition of one or two non-ESIP conditionalities for Tranche 8. It may be that special USAID/Uganda interests, especially in the full implementation of the Teacher Development and Management Plan (TDMP), will warrant attention by Government. These would still be within the ESIP priorities and programs but, traditionally, not ones that ESIP selects for undertakings. The October 2001 review would be a good time to consider this recommendation.

## V. NEW STRATEGIC DIRECTIONS

### Options Included in the Integrated Strategic Plan–SO8

USAID/Kampala has decided to refocus its education program and future strategy in the education sector on three areas (from the March 21, 2001 paper entitled, “Integrated Strategic Plan – SO8):

- Quality of primary education (IR 8.1.3) (examples include provide training, implement minimum quality standards, strengthen TDMS and use of media to enhance the quality of education.)
- Girls’ education, especially to increase persistence (Statement on page 11)
- Combined health and education activities, including HIV/AIDS (IR 8.1.1) (example: teachers trained to teach special health areas and also use same training to serve as health extension agents)

SO8 is a focus on both education and health. Based on the new focus, the ESIP process and discussions with Ministry and USAID/Uganda staff, this report suggests strategies and examples in line with the combined education/health focus:

- Improve the classroom performance of primary teachers by featuring health instruction for pupils and serving as an unofficial health field worker in the school community.
- Improve primary teachers’ competency to impart health education including HIV/AIDS instruction, reproductive health, immunization, nutrition and sanitation.
- Expand use of the Teacher Development and Management System (TDMS) to refocus girls’ education to mainstreaming efforts within the school and community, with particular emphasis on health factors impeding persistence.

The modalities for providing specific support for the combined education/health activity in Uganda will need to be selected once objectives have been finalized. This report makes two general recommendations for practical strategies, combining objectives for education and health, based upon recognized needs at the school and community level.

### Examples of Practical Strategies That Include Education and Health

*Example One - A practical strategy for using a combined education and health focus to attack the wastage of human and fiscal resource caused by primary pupils dropping out of school:*

Several years ago, only 5% of the age cohort sat for the Primary Leaving Exam. The reform activity in primary education and UPE has contributed to increased pupil persistence of about 50% through P4 for the UPE cohort. Analyzed data from the 2001 school census, to be reported by EMIS in October 2001, will reveal if the trend continues for P5. The first response is to celebrate that 10 times the number of pupils currently persevere in completing school each year compared with 1993 pupils. A second response can and should be made, however. There is concern about the 50% who drop out of school during the time period that others in their cohort persevered and completed the primary cycle.

As noted earlier in this report, the field trip to Mbarara led to a discussion about the cause of pupil dropouts. Most participants agreed that the reasons for dropping out fell into two categories: school environment and cultural environment. Specific reasons given for each category are repeated below:

#### School Environment

- underage and/or overage when entering school
- terrible classroom/learning conditions for P1 & P2
- P1 and P2 teachers less trained and experienced
- unaffordable school costs (uniforms, paper, etc)
- little value gained when pupil lost in huge classes
- too many teachers absent daily
- Lack of toilets & sanitary facilities
- lack of safe drinking water

#### Cultural Environment

- rampant illness of pupils
- commercial (markets)/family labor
- early marriage
- poor nutrition, malnourished
- many orphans with no home support
- too many pupils absent daily
- children used for domestic chores
- little parent direct support for pupil scholarly effort (not engaged)
- puberty

As may be expected, while some of the dropout causal factors relate directly to the educational system, many factors relate to health issues. What is common is that the child suffers by not completing primary school whether the factors emanate from the school program, from the community or from health factors.

It is clear that the school and its community is the level to reach if these causes are to be addressed. It is equally clear that both education and health approaches can be taken together in a coordinated plan to address the dropout problem. Fortunately, the TDMS outreach network provides a means for reaching each school and its community. That system operates on the premise that it can assist ministries, agencies, NGOs, projects, etc. in bringing services to the classroom, school, and community. This delivery and support system can be used to good advantage in combining various education and health resources to attack the pupil dropout problem.

Factors causing pupils to drop out of school include lack of safe drinking water at school sites, lack of toilets and sanitary facilities at schools, rampant illness of pupils, malnourished children, lack of nutritional information and/or practice of what is known about nutrition, puberty, and many orphans caused by the impact of HIV/AIDS and other diseases. It can be seen that combining education activities and health activities is a direct way of providing answers to the problems faced by pupils.

Training teachers and head teachers in specific health activities, developing liaison with health providers, involving parents and community in attacking the problems, and other activities can be facilitated by the existing outreach system operating in primary schools. The TDMS outreach system does not have the resources or staff to develop activities nor does it have the resources to provide the materials needed to support the activities. Those would need to come from agencies and groups currently responsible for health plus, a project would be organized to direct specific resources into the TDMS delivery and support system for addressing the identified health and

education needs. CAII is currently providing technical assistance to the School Health and Nutrition Programme in Zambia to plan and implement a pilot programme to integrate HIV/AIDS interventions as a means of improving learning, health, and nutrition of school children in that country. This strategy, which involves integrated health and nutrition interventions with partner ministries, and community and intersectoral representatives, might be explored.

USAID/Uganda's SO8 objectives would fit well into the above described problem and strategy.

*Example Two – A practical strategy for using a combined education and health focus to protect pupils and community members from the HIV/AIDS pandemic by enabling primary teachers to be informed and capable in educating pupils and community members about overcoming the pandemic.*

As in the first example, the TDMS delivery and support system, established with USAID/Uganda support, can be the key to combining educational and health resources in the bringing of relevant HIV/AIDS prevention activities to the school and community level.

USAID/Uganda has an enormous number of resources devoted to HIV/AIDS as do other agencies. The impact of these resources has, in some cases, been limited by the lack of a delivery system that connects the information to individuals in local communities in a meaningful way.

Such a strategy would have at least three notable outcomes. First, the pupils of the nation would be trained and informed about the ravages of HIV/AIDS and how to keep from being caught by it. Secondly, the enabled teacher would be a community resource in getting the HIV/AIDS information into the community. Some teachers would be asked by the community to share information and materials for the benefit of community members. A third outcome could be a reduction in the number of teachers leaving the teaching service because of HIV/AIDS. The very process of teaching others about HIV/AIDS will lead many teachers to changed behavior and keep them from being vulnerable to the disease. USAID/Uganda's support of this type of strategy could have enormous impact on the lives of Ugandans and the recurrent expenditures of the GOU for education and health.

## VI. OTHER TASKS

The following tasks were accomplished in addition to the assigned tasks:

- Made recommendations about conditionalities for Tranche 8 and Tranche 9.
- Assisted the Education Specialist with preparation of documents for the May 2001 Consultative Group meeting, updated Action Memo for Tranche 7 release and other items relating to the review and its follow-up.
- Provided background about the Primary Education Reform for the new class of Peace Corps volunteers in training to be counterparts with Coordinating Center Tutors
- Provided consultative services to the Uganda Peace Corps director and deputy director regarding relationships with the Teacher Education Department, Core PTCs and District officials.
- Provided consultant services for the Educational Planning Department regarding strategies and activities for completion of EMIS tasks by the June 30, 2001 deadline.
- Provided consultant services for the Central Inspectorate regarding strategies and activities for completion of fifth conditionality tasks by the June 30, 2001 deadline.
- Recommended that the TDMS T-shirt be used during the 6<sup>th</sup> ESR scheduled for October 2001. Since USAID/Uganda will be leading the 6<sup>th</sup> ESR, the TDMS T-shirt can be used to highlight USAID/Uganda's role in the reform of education. The T-shirt will serve to rekindle the reform fire and refocus attention to the primary education sub-sector especially if it were to be featured at one of the receptions.

## **ANNEXES**

## ANNEX I. DOCUMENTS REVIEWED

### Documents Related Primarily to ESIP Review

Education Funding Agencies Group. Statement by the Funding Agencies to the April 2001 Education Sector Review, April 2001.

Ministry of Education and Sports. Current Status of Sector Level Indicators, April 2001.

\_\_\_\_\_. "Education Sector Six-Monthly Report, April 2001.

\_\_\_\_\_. Educational Standards Agency Final Initiative, April 2001.

\_\_\_\_\_. "Final Aide Memoire, Fifth Education Sector Review." April 2001.

\_\_\_\_\_. "A Framework for Monitoring and Evaluation in the Education Sector." April 2001.

\_\_\_\_\_. "HIV/AIDS Strategy and Costed Plan." April 2001.

\_\_\_\_\_. "Implementation of the Teacher Development and Management Plan with Focus on Training, Recruitment, Deployment and Retention of the Primary Teachers in School." April 2001.

\_\_\_\_\_. "Joint Statement on Behalf of the MoES and EFAG Mid-way Through the Fifth Education Sector Review." April 9, 2001.

\_\_\_\_\_. "Progress Report on the Implementation of the TDMP with Focus on Training, Recruitment, Deployment, and Retention of the Primary School Teachers." April 2001.

\_\_\_\_\_. Proposal to Revise the ESIP (Draft), April 2001.

\_\_\_\_\_. "Report of the School Facilities Grant Evaluation." April 2001.

\_\_\_\_\_. "Revised Strategy for BTVET." April 2001.

\_\_\_\_\_. "Status of the ESIP Undertakings for April 2001 Review." April 2001.

\_\_\_\_\_. "Final Aide Memoire, Education Strategic Investment Plan Joint Review." October 2000.

\_\_\_\_\_. "A Three-year Primary Teacher Development and Management Plan, 2000/2001 – 2002/2003." No date.

Office of Auditor General. "Annual Report on Education Expenditure."

PriceWaterhouse Coopers. "Teacher Development and Management Systems (TDMS) Tracking of Accountability for Funds" (Preliminary Draft), April 2001.

World Bank. "Aide Memoire– Primary Education and Teacher Development Project (PETDP)." Final Supervision Mission, April 2001.

\_\_\_\_\_. "A Three-year Teacher Development and Management Plan Review," by Ben Makau. PETDP Consultant, April 2001.

### **Documents Related Primarily to Tranche 7 Conditionality Review**

Ministry of Education and Sports. "Further Explanatory Notes on the Fulfillment of the Two Sub-Conditionalities for USAID NPA 7<sup>th</sup> Tranche Funds" (draft memo). April 13, 2001.

\_\_\_\_\_. Status Report on the Fulfillment of Conditionalities for USAID/NPA 7<sup>th</sup> Tranche Funds (draft). April 13, 2001.

\_\_\_\_\_. Status Report on the Fulfillment of Conditionalities for USAID NPA 7<sup>th</sup> Tranche Funds (table). April 13, 2001.

\_\_\_\_\_. Progress Report on Action Plan Submitted to USAID, March 30, 2001.

\_\_\_\_\_. "Final Aide Memoire, Fourth Education Sector Review." October 2000.

\_\_\_\_\_. Fulfillment of Conditionalities for USAID NPA 7<sup>th</sup> Tranche Funds by the Ministry of Education and Sports, (Matrix). September 28, 2000.

\_\_\_\_\_. "Final Aide Memoire, Third Education Sector Review." April 2000.

\_\_\_\_\_. "Report on the National Inspection Initiative Conducted by the Central Inspectorate." April 2000.

\_\_\_\_\_. Basic Requirements and Minimum Standards Indicators for Primary Schools. No date.

\_\_\_\_\_. "The National School Inspection Instrument for Basic Requirements and Minimum Standards Indicators for Institutions." No date.

\_\_\_\_\_. Preliminary Report on National Inspection Initiative. No date.

\_\_\_\_\_. Record of Proceedings – Meeting Between PS/ES and USAID Officials concerning Fulfillment of Conditionalities for Tranche 6<sup>th</sup> – 9<sup>th</sup> Releases. No date.

Summary Education Medium-term Budget Framework, 1998/99 – 2002/03.

**Documents Related Primarily to New Strategic Direction**

Creative Associates International, Inc. "Support for Uganda Primary Education Reform, Site Visit Final Report." Ian Smith, September 2000.

Ministry of Education and Sports. "HIV/AIDS Plan for Ministry of Education and Sports (2000/1 – 2005/6)." September 2000.

"Results Framework – SO8 – Human Capacity Enhanced." March 26, 2001.

\_\_\_\_\_. "SO8 Possible Indicators for Education and Health" (Draft). March 22, 2001.

\_\_\_\_\_. "Integrated Strategic Plan – SO8." March 21, 2001.

\_\_\_\_\_. "SO8 - Opportunities to Link Health and Education." March 6, 2001.

\_\_\_\_\_. "Concept Paper for Integrated Strategic Plan, 2002 – 07." September 19, 2000.

\_\_\_\_\_. "SO8 Causal Linkages." No date.

\_\_\_\_\_. "SO8 Problem Statement." No date.

