

# BUIKWE LOCAL GOV'T



## BUIKWE LOCAL GOVERNMENT

**Prepared By:**

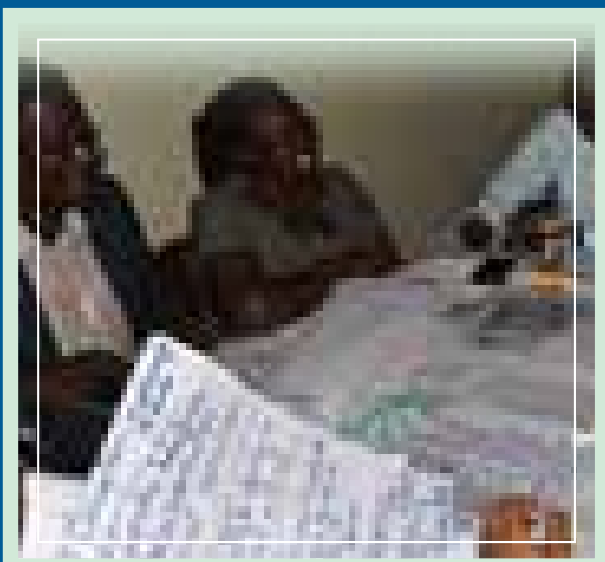


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**REPORT ON TRAINING FOR PLANNING, BUDGETING,  
MONITORING AND EVALUATION OF EDUCATION  
SERVICE DELIVERY IN WAKISI DIVISION &  
BUIKWE DISTRICT**



# REPORT ON THE TRAINING FOR PLANNING, BUDGETING, MONITORING AND EVALUATION OF EDUCATION SERVICE DELIVERY IN WAKISI DIVISION & BUIKWE DISTRICT

**SUPPORTED BY**



**EMBASSY OF ICELAND  
KAMPALA**

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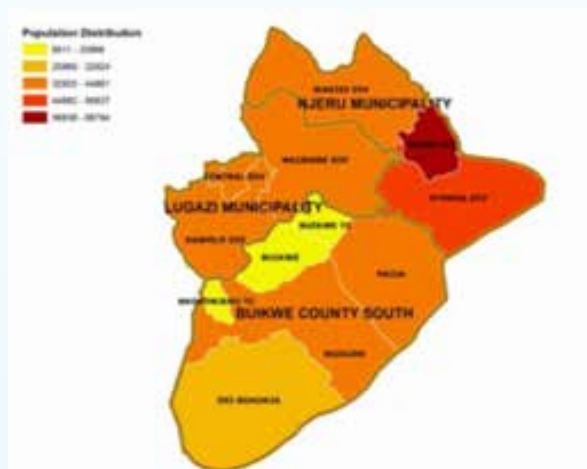
# 1.0 INTRODUCTION

Consult Info Services was awarded a contract on 2nd December, 2022, with Procurement Reference Number: Buik816/srvs/22-23/00010 to provide Consultancy Services to train key Local Government Staff of Buikwe District and Wakisi Division in Planning, budgeting, monitoring and evaluation of education service deliveries. The training took place between 11th -14th January 2023 at St. Mary's College Lugazi. The report give details of what transpired during the training.

# 2.0 BACKGROUND

Buikwe District Local Government received funding from the Embassy of Iceland to train the key Local Government Staff that include; Principals, Education officers, Inspectors of schools, Sports officers, Coordinating Tutors, Community development officers, Procurement officers, Health inspectors, Environment officers, Planners, Sub County chiefs, Parish chiefs and Political leaders in Wakisi Division and Buikwe District Local Government.

**FIG: 1 MAP SHOWING BUIKWE DISTRICT**



Buikwe District lies in the Central region of Uganda, It is named after its 'chief town', Buikwe, where the district headquarters are located. It was part of the bigger Mukono District, created by the Act of Parliament in 2010. Buikwe district shares borders with the District of Jinja in the East, Kayunga along River Sezibwa in the North, Mukono in the West, and Buvuma in Lake Victoria.

The district headquarters at Buikwe are located approximately 60 kilometers (37 mi), by road, east of Kampala, the capital of Uganda and the country's largest city. The District Headquarters is in Buikwe Town, situated along Kampala - Jinja road (11kms off Lugazi). Buikwe Town serves as an Administrative and commercial center. The district has three (3) constituencies (i.e. Buikwe North, Buikwe South and Buikwe West) with 8 sub-counties, 4 Town Councils and Municipalities. The sub-counties are Buikwe, Najja, Ngogwe, and Ssi-Bukunja; while the Town Councils are Buikwe, Kiyindi and Nkokonjeru. The Municipalities are Njeru and Lugazi. Under these lower Local Governments, there are 67 parishes / wards and 471 Village Councils.

## 3.0 OBJECTIVES

The overall aim of the training workshop was to equip all the stakeholders with skills in Planning, Budgeting and monitoring Education Service Delivery to achieve quality education in Wakisi Division and Buikwe District in general. The specific objectives of the training included the following;



- ✓ To equip staff with skills on how to plan, Budget, and monitor Education service delivery in Wakisi Division-Buikwe District.
- ✓ To sensitize staff on the roles of stakeholders in Education service delivery in Buikwe District.
- ✓ To identify and address the major challenges that hinder effective and quality Education service delivery caused by none functional elements of Planning, Budgeting and monitoring.
- ✓ To enhancing productivity of and social well-being of the district population.



# 4.0 TARGET GROUP

The training targeted a total of 55 participants, with 40 participants selected from Buikwe District Local Government and 15 participants selected from Wakisi Division.

**TABLE 2: LIST OF STAFF OF PARTICIPANTS SELECTED FROM BUIKWE DISTRICT LOCAL GOVERNMENT**



KEY STAFF	NO. OF STAFF
Principal Assistant Secretary	1
Education Officers	9
Community Dev. officers	5
Procurement Officer	1
Health Inspectors	5
Environmental Officers	2
Planners	2
Sub County Chiefs	5
Parish Chiefs	5
Chairpersons LC III	5
<b>TOTAL KEY STAFF MEMB</b>	<b>40</b>

And the number of staff who attended the workshop from Wakisi Division were 15 in number as indicated below;

**TABLE 3: LIST OF STAFF OF PARTICIPANTS SELECTED FROM WAKISI DIVISION**



KEY STAFF	NO. OF STAFF
Education Officers	4
Community Development officers	2
Health Inspector	1
Parish Chiefs	2
Political Leaders	4
Town Clerks	2
<b>TOTAL</b>	<b>15</b>

## 5.0 TRAINING APPROACH AND METHODOLOGY

The Consultants adopted a participatory approach to deliver the content with a combination of presentation methods. The participants were given the opportunity to effectively participate. Group discussions were formed and participants were able to articulate and identify the key issues that influence education service delivery in Buikwe District.



### **Additionally,**

Power point presentations and training manual were also used in the delivery of the content. Practical group work sessions, brain storming were used as case studies.

## 6.0 REMARKS BY THE DISTRICT EDUCATION OFFICER – BUIKWE DISTRICT.



The District Education Officer (DEO) welcomed participants to the workshop and noted that, the workshop included a number of participants from different departments who among others included; Principals, Education officers, Inspectors of schools, Sports officers, Coordinating Tutors, Community development officers, Procurement officers, Health inspectors, Environment officers, Planners, Sub County chiefs, Parish chiefs and Political leaders. He told the participants, that the workshop aimed at equipping the staff and key stakeholders with skills in planning, budgeting,

monitoring and evaluation- as a strategy to improve education service delivery in Buikwe District. He thanked the training service provider- Consult Info Services for the delivery of good services during the training. He further noted that, Buikwe District has previously received enormous support from ICELAND Embassy towards the education sector in Buikwe District, and the district is so grateful to support.



The major objective of the partnership is to improve the education through supporting the fishing community in Buikwe District. Through the partnership, Buikwe District has been able to improve its infrastructures but the remaining question is whether Buikwe District shall be able to give what it intends to get out of this partnership. Most of the leaders are neighbors to the ICELAND project schools, thus he challenged them, to always participate in the monitoring and evaluation of those schools. He noted that many structures have been

destroyed by the users and leaders because no strict strategies to guide them, thus that is why, we have this training, to equip you with skills in planning, budgeting monitoring and evaluation of the projects. He also thanked the team for having fully participated in the training and thanked the facilitators for the job well done. He concluded by encouraging the participants to put more emphasis on operation and maintenance of the school property. After his communication, he invited the Chief Administrative Officer, to officially opened the workshop.



## 7.0 OFFICIAL OPENING OF THE WORKSHOP

The Chief Administrative Officer, Buikwe District welcomed the participants, and thanked the facilitators for making the workshop participatory. He thanked the ICELAND Embassy in Uganda for the continuous support to Buikwe District especially towards education department where they are committed to see us better and we are also helping them accomplish the task. He told the participants that, if proper diagnosis is done, planning becomes easier and meaningful.



He thanked the participants for committing their time towards the workshop and further noted that, the first supervisor of the schools are the chairpersons of the Local Council and the question remains whether, the chairpersons are informed of their roles, have operating manual to guide them in the process and are fully involved in enchanting the task in the monitoring and evaluation of school programs. He encouraged the participants to always write in the visitor's book of the local councils such that, they know that, at one time, someone visited their school.



He encouraged the participants to always be at the fore front in monitoring and evaluation of the school projects. He inspired the participants, to always be exemplary and take the lead of the community development programs by interesting the parents on the education of their children since it has been observed that many parents are not interested in educating their children especially male parents who do not attend the school meetings and totally object whatever is discussed in the meetings and leave it to the women.

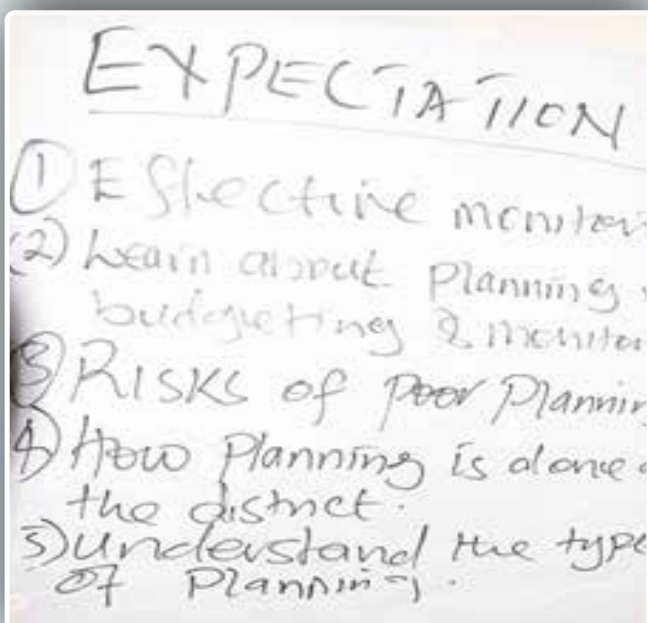
• As a district we are trying to bring the services closer to the people and we have submitted a number of schools to government as a strategy for them to become government schools. To us as a district, this kind of training is another contribution to development of education sector in Buikwe District because we cannot plan better with no policies and we are the technical key people for planning. He reckoned the participants for active participation in the workshop and noted that, with such brains, the education in Buikwe district will transform.

## 8.0 SESSIONS: SELF - INTRODUCTION AND EXPECTATIONS



As way of setting the ground the facilitator asked the participants to introduce themselves while raising their expectations and below were the expectations raised by the participants;

- ▶ Strategies for effective monitoring and evaluation in our operations.
- ▶ To learn more on budgeting, monitoring and evaluation.
- ▶ To know the risks of poor planning.
- ▶ To know how planning is done at the district level.
- ▶ To know the types of planning, importance and the skills required.
- ▶ To see how to benefit as stakeholders in the sessions on going.



## 9.0 PRESENTATION ON PLANNING, BUDGETING, MONITORING AND EVALUATION



The participants were taken through the process of planning, budgeting, monitoring and evaluation with the provision of the Training Manual which gave details of the entire training package.

During the Plan making session, participants were encouraged to define a plan in their own perspectives and below were their response;

- ▶ Plan making is forecasting and projecting of an action.
- ▶ Plan making is the process of determining what to be done, how it will be done, when it will be done, where it will be done in order to achieve the desired goals and objectives of an organization or an individual.
- ▶ Plan making is the thematic way of organizing a session.
- ▶ Plan making is the technical and participatory process which is head by the government and the key stake holders.

In brief, the facilitator explained to the participants that; plan making is an approach to bring all the stake holders together; that is to say; government, political and community for smooth and proper implementation of programs. The facilitator noted that, at the end of the workshop, each participant shall be able to know his/ her responsibility as regards planning, budgeting, monitoring and evaluation of Education Services Delivery in Buikwe District.

As a way of making the participants understand the concept of planning, a discussion was generated based on the identification of; importance of planning, characteristics of a good plan and the challenges experienced during planning for Education Service delivery in Buikwe District. Below is the summary of the discussion;

Importance of planning	Characteristics of a good plan.	Challenges experienced during planning
<ul style="list-style-type: none"> <li>● Planning facilitates proper utilization of available resources.</li> <li>● Proper planning leads to timely achievement of the set objectives.</li> <li>● Helps to know when to execute departmental programs.</li> <li>● Achieve objectives with in the reasonable time.</li> <li>● Improve the quality of Education Service delivery in schools.</li> <li>● Planning improves the performance of staff in the district.</li> <li>● Planning enables inclusion of all groups including the vulnerable in the education programs.</li> <li>● Planning facilitates the implementation of education programs and policies as set by the central Government.</li> <li>● Planning enables the stakeholders to understand the rational for budgeting, monitoring and evaluation in any program implementation.</li> </ul>	<ul style="list-style-type: none"> <li>● A good plan must define objectives, simple, clear, comprehensive, flexible, economical and balanced.</li> <li>● A good plan must be specific and strategic.</li> <li>● Based on the information from the key stakeholders in the area of plan implementation. In other words it should not be imposed.</li> <li>● A good plan must integrate core issues as articulated by the key stakeholders.</li> <li>● Involve the key stakeholders</li> <li>● A good plan must be coherent to monitoring and evaluation process.</li> </ul>	<ul style="list-style-type: none"> <li>● Limited knowledge on the need to undertake planning.</li> <li>● Absence of experts to guide the stakeholders on how planning is done.</li> <li>● Misconception about planning by the stakeholders; thinking that; it is the government to plan for the people but not the people to plan for themselves and present their needs to government for inclusion.</li> <li>● Lack of enough resources to do undertake activities including planning itself.</li> <li>● Poor documentation during process.</li> <li>● Lack of awareness about government planning process.</li> <li>● Limited knowledge about the available opportunities in government.</li> </ul>

## PLAN EVALUATION AND FEEDBACK

The Facilitator took the participants through the types of planning, Individual planning, Group planning, Local planning, district and National/Government planning, The government operates on a quarter system and all stakeholders must be able to understand the government planning cycle.



The facilitator emphasized the need for the stakeholders to get acquainted with the government planning cycle and always be part of it. She further told the participants that, the planning process always begins with a complete analysis of collecting data from the key stakeholders and analysis of what has been achieved in the previous plan.



The participants were told that, research is always important to exactly diagnose the issues at hand and they were encouraged to be part of this process to enable the completion of the planning process. Early Childhood (ECD), Primary, Secondary, Tertiary are among the subsectors in education which need to be considered while planning.



The facilitator went on addressing the core issues which should not be ignored in the planning process including; gender equity, cultural issues, in other words the plan should not be discriminative but rather all inclusive.



As part of the planning process, the participants were clustered into groups to conduct a Strength, Weakness, Opportunities and Threats (SWOT) Analysis of Buikwe District Education Sector below were the issues gathered from the group discussion.

## STRENGTH OF BUIKWE DISTRICT LOCAL GOVERNMENT EDUCATION SECTOR

- Raising enrollment of schools ie. Buzaama Primary School; population raising up to approximately 200 pupils, Kidokolo Uganda Moslem Education Association (UMEA), Primary School which has over 800 pupils.
- Improved and completion rate of infrastructures of schools is at 70%.
- Frequent monitoring by all the stake holders; for example; District monitoring Team for both technical and political sectors.
- Improved Primary Leaving Examination (PLE) performance in 2019; District had 218 First Grades and 2020, the district recorded 324 First Grades.
- Support from the development partner that is to say; Iceland Embassy in Uganda, World Vision and Educate Uganda to mention but a few.
- Presence of functional School Management Committees (SMC).
- Sensitization of School Management Committees (SMC) and Parent Teachers' Associations (PTA).
- Availability of aided primary schools in Buikwe District.
- Availability of teachers to facilitate teaching–learning process.





- Existence of Education Policies for (U.S.E, UPE, Legal frame work) that provide guidance in the implementation of Education Service Delivery
- Support from the Iceland Embassy to the Education Sector in Buikwe District.
- Increased enrolment in schools.
- There is high involvement of Parents in the education service delivery as evidenced in their attendance in meetings at schools.

- Monitoring and supervision by the stakeholders including the technical and politician is ongoing.
- There has been adoption of the abridged curriculum as recommended by the Ministry of Education and Sports.
- Existence of legal and policy framework: UPE, USE, Education guidelines, Acts and circulars that guide Education Service Delivery.
- Liberalization of education by the government of Uganda; that is to say, organizations or individuals are free to open schools.
- Existence of development partners: ICEIDA, IDA, and USAID to mention but a few.
- Presence of refresher programs for the key stakeholders including; teachers and administrators in the education sector.
- Presence of committed technical staff In Buikwe district.

## THREAT / WEAKNESS OF BUIKWE LOCAL GOVERNMENT EDUCATION SECTOR



- There is still Gender imbalance at staffing and pupil/student attendance levels.
- The Specialized Special Needs Education (SNE) in schools is not well attended to.
- High incidences of Gender Based Violence (GBV) at household and community levels affect the teaching -learning process in Buikwe District.
- Staffing gaps exist in school for example; Kikaja Primary School; Buyinja Quran and Nkompe Primary School.

- High school drop outs at 34% especially from schools near Lakeshores such areas include among others; Ssi, Ngogwe, Najja and Nyenga.
- High rates of school dropouts especially in communities of; Nakalanga, Malindi, Wakisi and Naminya ward, Tongolo, Namabu, Kabizzi wards in Nyenga division. The communities do not support education but rather much interested in the fishing activity which has led to many boys and girls dropping out of schools.
- Absence of Government Aided Schools in Wakisi Division and Nyenga Division.
- Some wards in Wakisi division lack secondary schools that is to say; Kalagala, Konko and in Nyenga Division; Ssunga, Tongolo, Kabizzi, Namabu and Buziika wards.
- Inadequate learning class rooms, materials and poor welfare for both teaching and Non-Teaching staff; for example; Kirugu Church of Uganda, Kiteyunja, Nakalanga UMEA, Wakisi Baptist, Wakisi Roman Catholic, Kiyaga Parents, Wabiyinja, Bugute Primary School, Naminya UMEA, Kiira Public, Naminya Church of Uganda, Naminya Roman Catholic, Naluvule Islamic.
- Failure to implement activities due to inadequate resources.
- Failure to implement set guidelines.
- Inadequate skilled teachers to support learners with Special Need Education (SNE) and in some schools SNE is nonexistent yet there is high presence of disability cases in the district.
- Lack of desired qualifications from the teachers, Headteachers, science teachers and deputies.
- Inadequate wage and poor motivation of staff.
- Eviction threats over land issues in Nkobwe, Najjunju, Namasanga, Bulega. Mostly church of Uganda and UMEA schools, land titling and inadequate land acquisition, land wrangles, conflicts, which has led to limitation of permanent developments.
- Eviction threats over land ownership; for example; Najjunju, Nkombwe, Namusunga, Nkompe and Bulega
- High levels of Poverty among community members and negative culture and religious beliefs.
- High school dropout rate of pupils and students in urban and rural schools in Buikwe District.
- Lack of transport means for inspection and monitoring activities.
- Lack of sanitary facilities for the girl child.
- Lack of staff quarters in Mirembe, Kasoga, Nawezi, St. Mark Secondary Schools.
- Negative Mindset of parents and local leaders sending children to school without scholastic materials.
- Gender imbalance and discrimination of special interest groups; for example; few women in leadership positions.
- Limited finances that do not encourage innovation to support sponsorship programs for the children in the community.



- Political interference leads failure to implement policies like recruitment policy and Bi-laws formulation.
- Sexual harassment caused to both the learners and staff.
- Political interference during staff recruitment and construction projects.
- Negative mindset among the parents especially in appreciating the need to support the education of their children.
- Poor turn of parents/community for meetings at school where information regarding the education programs is disseminated.
- Children schooling on empty stomach and inability to afford the basic school requirements affects the teaching-learning process.
- The School Management Committees are not fully empowered in other words, they can hardly enforce the set guidelines.
- Unclear government policy on the Early Child Development (ECD), that is to say; management and administration of the nursery schools and nursery teachers are not being registered by the Ministry of Education and Sports.
- Lack of general awareness of the key stakeholders about the Education Service Delivery.
- Lack of information regarding the grants in the education sector available in the district.
- Inadequate staffing and lack of qualifications of key staff in schools.
- Inadequate infrastructure and funding for education programs in Buikwe District.
- High levels of corruption and mismanagement of offices by some stakeholders in the district.
- Presence of political interference during recruitment and implementation of government projects.
- Inadequate staff quarters, classrooms and toilets and for some schools where toilets exist, there are no walls separating the boys and girls toilets.
- Land wrangles and conflicts that limit development of schools.
- Inadequate capacity building programs for the key stakeholders in Education including teachers and administrators.
- There is limited capacity building for both teaching and non-teaching staff in the education sector.
- Un-conducive learning environment, many schools need renovation.
- Political Interference is another challenge in Buikwe District and it distorts the smooth flow of Education Services Delivery by the technical team.
- Under staffing in schools and some of the schools most affected include among others; Najunju, Nkombwe, Namusanga, Nambeta, Kikajjo and Zitwe.



After a thorough diagnosis of the challenges that impend education service delivery in Buikwe District, the stakeholders were further encouraged to come up with recommendations and priorities as summarized below;

1. Provision of scholastic materials / requirements in government schools like text books, feeding and school uniforms.

2. There is need to implement the Ugandan Government Policy of at least one secondary school in each division; Wakisi Division currently has none.
3. The stakeholders should take lead in sensitizing the community / parent on the importance of education and also support teachers through monitoring program of education service delivery in Buikwe District.
4. Mobilization and sensitization of community and parents to participate in the school activities including the Parents meeting and the School Management Committees.
5. Buikwe District Local Government should critically look at the issues raised and at least take a step especially in the recruitment of teachers in primary schools.
6. Construction of at least one vocational and well facilitated institute in Wakisi Division.
7. Adopt a Data Base Management System for effective management of information in the education sector in Buikwe District.
8. Adopting a culture of producing and submitting departmental, field monitoring reports within the defined time scope.
9. Recruitment of more qualified teachers in primary schools.
10. Sensitization of parents and communities about school activities in the district.
11. Need to adopt a culture of proper planning, budgeting, monitoring and evaluation.
12. Construction of a seed secondary school in Wakisi Division.
13. Engage the development partners who are seeking for a wider coverage in the district.
14. Construction of well-furnished class rooms, staff quarters and latrines.
15. Organize reading competitions / clubs for teachers and learners.
16. Provision of transport means to support inspection and monitoring.
17. Lobby for more fundings from central government and development partners to support education programs in Buikwe District.

18. Adoption of policy on the required size of acreage of land before plan approvals are done for the school establishment. Many schools have very small land that cannot allow school activities to take place.
19. Construction of separate sanitation facilities for girl child including washrooms and incinerators for burning pads.
20. Involve the leaders in sensitization and revival of school gardens to support school feeding.
21. Encouraging leaders in the communities to sensitize the parents on their role in the
22. Encouraging the politicians and other community leaders to attend educative forums for capacity building.
23. Identifying roll of different stake holders and getting in touch with other stakeholders.
24. Develop a Data Management System to always manage statistics at the district.
25. The political leaders should lobby for the construction of vocational institutes.
26. Establish youth centers to support skills development and enhancement among the youth in Buikwe district.
27. There is a dire need of enforcing community bi-laws in Buikwe District.
28. Continuous retooling of the key stakeholders on what needs to be done in the planning, budgeting and monitoring of Education Service Delivery in Buikwe District.
29. The District Education Department should endeavor to process land titles for schools which lack land titles.
30. Lobby for the construction of more staff quarters and classroom blocks and seed schools in Ssi, Ngogwe and Najja.
31. Lobby for the construction of the functional Special need education (SNE) Schools in Buikwe district at an appropriate location.
32. Consider establishment of secondary schools in the areas where they are non-existent as one of the strategies to reduce the long distances moved by the learners.
33. Lobbying in central government programs to support schools in Buikwe district.
34. The district should engage foundation bodies to ensure schools secure land titles.

## CONCLUSION

The participants were left with a number of questions to always consider when undertaking planning, budgeting, monitoring and evaluation. The questions included the following;

1. What is the education goal and objectives in the Vision 2040, NDP111, Ministry of education and sports sector
2. List the international, Regional, National, District Legal and policy Framework for Education planning
3. Do we regularly read and utilize these frameworks during planning?
4. What experience do we have in terms of applying these legal and policy frameworks in planning and budgeting for education
5. What is the current situation of education in Buikwe District -Problem Analysis
6. Is there evidence to describe the education situation in the district and what is the main source of data
7. What are the unique social economic political and vulnerabilities that hinder education in Buikwe District-Using the problem tree analysis
8. What are the needs of the youth, teachers, special needs children in-terms of education services and outcome
9. Please propose strategies for inclusion of the gender and equity concerns in the planning process
10. List key stakeholders in the education sector in Buikwe
11. List the current planning structures for education in Buikwe district
12. What are the benefits and challenges of including all stakeholders in planning
13. Mention the current education reforms in the education system.
14. From your experience, explain how these reforms have enhanced education system in Buikwe district or constrained education service delivery in your district.
15. Propose new reform areas that would enhance education planning, and service delivery.
16. Does the department have a monitoring and evaluation
17. How is the data for education, collected, analyzed and validated
18. Who is responsible for collecting and reporting education data in Buikwe District
19. What is the M&E needs in the education department
20. Who does monitor and evaluation in the education department
21. What is the main source of information
22. What are those educational disparities, school drop outs girl and boy child,
23. What is the role of other stakeholders in planning for the children both at school and outside school?

24. What strategies have the district put in place to address the needs of the disadvantaged
25. What is Budgeting, budgeting process and how is it useful?
26. What is Monitoring and Evaluation, and how is it useful to the education

## CLOSING REMARKS



The District Education Officer welcomed the Guest of Honor for the closing ceremony. He introduced the participants present both technical and political leaders. He thanked the participants for having committed their time to the workshop. He noted that, the workshop has been very educative, and the participants were able to get the basic knowledge on how to plan, budget and monitor education service delivery in Buikwe District. He thanked the ICELAND Embassy for the financial support without which the activity would not take place.

## CLOSING CEREMONY



Hon. Seruyange, the Secretary for Education- Buikwe District Council, was the guest of honor for the closing ceremony. In his closing remarks, he thanked the participants for having committed time to the workshop and appreciated the education department for having selected the key stakeholders in district to acquire skills in planning, budgeting, monitoring and evaluation.

*“Money will never be enough but what is important is to have the skills and plan for it”. He said.*

He thanked the Iceland Embassy in Uganda for the financial support towards the education sector in Buikwe District. He argued his fellow politicians to always commit time towards whatever they do and support the technical team when executing their duties. He thanked Consult Info Services for having prepared the manual. He further noted that, the manual would guide the participants when planning, budgeting and monitoring education service delivery in Buikwe District.

He encouraged the participants to read the manual and acquire knowledge for planning and monitoring. Thanked the technical team, for the commitment towards the program and officially closed the workshop.

# **TRAINING MANUAL**

**FOR PLANNING, BUDGETING, MONITORING  
AND EVALUATION OF EDUCATION  
SERVICE DELIVERY IN WAKISO  
DIVISION & BUKWE DISTRICT**

# BACKGROUND

Buikwe District Local Government that received funding from Embassy of Iceland to train key Local Government Staff that include Education Officers, Community Development officers, Health Inspectors, Parish Chiefs, Town Clerks and Political leaders in Wakisi Division, Njeru Municipality in Buikwe District. The Purpose of this training manual is aimed at strengthening Planning, Budgeting and monitoring Education Service Delivery in line with the Education guidelines and policies. It is further orchestrated to equip the stakeholders with more skills of planning, budgeting, and Monitoring as well as supporting the stakeholders to apply the existing guidelines and policies in order to achieve quality Education service delivery in Buikwe District.

# INTRODUCTION

Welcome to the short course on “**Planning Budgeting Monitoring and Evaluation**”.

**We hope you find it both helpful and rewarding.**

Buikwe District Local Government with support from the Embassy of Iceland organized to train key Local Government Staff both political and technical to enhance their capacities in planning, budgeting, monitoring and evaluation with special focus in the Education sector.

The right to education is guaranteed under Article 30 of the 1995 Constitution of Uganda, Article 18 states that ‘The State shall promote free and compulsory basic education’.

The Education Act of 2008 also guarantees this right and further describes the education system of Uganda •

- pre-primary education – 3 years
- free and compulsory primary education- 7 years
- free secondary education – 6 years
- Tertiary education- a minimum of 3 years; it includes Business, Technical, Vocational Education and Training (BTNET), and Non-Formal Education (NFE).

At the core of any effort to improve education quality and learning outcomes are three central processes:

- analyzing the current education sector conditions,
- planning for improvement, and
- Monitoring efforts to implement those plans.



The next step, sector planning, uses that analysis to strategically identify priority goals, and to determine the most effective strategies, programmes, and specific activities to achieve those goals – all considering the available resources and capacity.

Sector monitoring, in turn, involves keeping track of the plan's implementation through indicators that measure contextual issues, inputs, processes, and outputs. Monitoring data then feed back into the analysis of the sector for another planning phase, and the cycle continues. In reality, there is a great deal of movement back and forth, as new considerations re-shape previous decisions in a recursive way.

## THE LEGAL AND POLICY FRAMEWORK

The Education Act 2008 is the main legal framework for the education sector in Uganda (with the exception of higher education) and set the foundations of the current education system.

The Government White Paper on Education (1992) is the overall policy for providing direction and interventions in the education system. All education sub-sectors are under the purview of the Ministry of Education and Sports (**MoES**).

Pre-primary education is purely private in Uganda as determined by the Government White Paper 1992, the Education Act 2008 and the Early Childhood Development (ECD) policy 2008.

'Pre-primary education to be run by private agencies or persons to provide education to children aged from two years to five years and the financing of that type of education shall be a responsibility of the parents or guardians. The government shall provide the curriculum, guidelines on minimum standards for school buildings, equipment, and other relevant facilities for pre-primary institutions through its relevant agencies, as well as (...) provide the curriculum for teachers training. (...) All pre-primary schools should be licensed, registered and regularly inspected by government education inspectors' (**Education Act, 2008: 15**).

Universal Primary Education (UPE) was introduced in 1997 with a focus on enrolment, paying little attention to quality and equity. Twenty years later, UPE was still not achieved in Uganda and the Net Enrolment Rate (NER) declined in 2015. The NER in primary education has decreased from 97% in 2014/15 to 91% in 2015/16 (**Statistical abstract 2017, 17**).

Universal Secondary Education (USE) was established in 2007 and, although the enrolment increased rapidly, it remains at low levels. Moreover, the NER in secondary education also decreased from 26% to 22% in the same period, resulting in 7.7% fewer students.

To implement these policies, among other strategies, the education system includes a system of capitation grants set for schools to cover indirect costs. Currently, capitation grant received by schools are set at Ugandan Shillings (UGX) 10,000 per pupil, per year at the primary level and UGX 41,000 and UGX 80,000 per student at secondary level UCE and UPOLET respectively.

However, despite the MoES's efforts and significant improvements in previous years, the NER in primary education was still at 91% in 2015, and the Gross Enrolment Rate (GER) in secondary education at 24.50%<sup>3</sup>. Pre-primary schools experienced an impressive increase, from 703 in 2007 to 6,798 in 2016. The GER increased from 2.5% to 16%, while the NER increased from 1.5% to 9%. This percentage is still low compared to other African countries with a similar level of development. The sector has also registered gradual improvements in enrolment in BTVET and tertiary education, following the adoption and implementation of policies for the respective sub-sectors.

In addition to the access issue, the education sector still faces important challenges in terms of equity and quality. National averages mask significant geographical disparities. For instance, literacy rates in Kampala are 30-40 percentage points higher than in the poorest regions (Uwezo, 2016: 27).

One very relevant factor to be considered in the education sector planning is that Uganda has one of the world's youngest populations, with nearly half of them under 15 years of age. 'The population is growing at an annual rate of about 3.2 percent, the third highest in the World'(Vision 2040: 88). Demand in primary schools could increase from 8 million in 2015 to 17 to 20 million by 2065.

While it represents an opportunity for development, the young population can also pose a challenge if the education system is not able to respond to the current demographic pressure. The education system is financed through government (around 66%), development partners (around 17%), and private sector, CSOs, and households (around 17%). The private sector plays an important role in education, as it comprises 100% of enrolment in pre-primary education, 20.8% in primary education, and 53.4% in secondary education. The government largely funds the recurrent budget while development partners fund most of the development budget. Over the last two decades, government priorities have shifted from education to others such as energy and infrastructure. The budgetary allocation to education sector has increased nominally but decreased significantly as share of state budget and GDP over the years.

Vision 2040 captures the aspirations of the Government of Uganda (GoU) to convert Uganda into an upper middle-income country by 2040. Such an objective would require significant improvements in the education system in Uganda, which must begin as soon as possible. Community Development officers, Health Inspectors, Parish Chiefs, Town Clerks and Political leaders in Wakisi Division, Njeru Municipality in Buikwe District.

## COURSE OBJECTIVE

The 2 day training will help staff of Buikwe LG and Wakisi Division strengthen their planning, budgeting, planning capacities. This course will enable the staff to effectively plan with the minimal resources.

## GENERAL OBJECTIVES

The overall aim of the training is to equip all the stakeholders with skills and support to improve and strengthen Planning, Budgeting and monitoring Education Service Delivery to achieve quality education in Wakisi Division-Buikwe District.

i. To generate procedures and proper mechanism for planning process, Budgeting and monitoring in order to facilitate proper coordination of Education Service Delivery in Wakisi Division-Buikwe District.

ii. To Mentor and sensitize on the roles of key stakeholders that include Government, Embassy of Iceland and District Local Government Staff in pursuit of quality Education service delivery through Planning, Budgeting and monitoring.

iii. To identify and address major challenges that hinder effective and quality Education service delivery caused by none functional elements of Planning, Budgeting and monitoring.

## TARGET PARTICIPANTS

The training package is mainly targeting the key staff in Buikwe District LG and Wakisi Division as indicated below;

STAFF FROM BUIKWE LOCAL GOVERNMENT UNDERGO THE TRAINING		STAFF FROM WAKISI DIVISION UNDERGO THE TRAINING	
KEY STAFF	NO. OF STAFF	KEY STAFF	NO. OF STAFF
Principal Assistant Secretary	1	Education Officers	4
Education Officers	9	Community Development officers	2
Community Development Officers	5	Health Inspector	1
Procurement Officers	1	Parish Chiefs	2
Health Inspectors	5	Political leaders	4
Environmental Officers	2	Town Clerks	2
Planners	2		
Sub County Chiefs	5		
Parish Chiefs	5		
Chairpersons LC III	5		
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>15</b>

This manual (pack) has 20 sessions to be covered in the training and these includes a brief introduction on each session along with the recommendation for additional reading .

# ● A PLANNING

# SESSION 1: WHAT IS PLANNING AND HOW IS IT USEFUL?

## - OVERVIEW OF THE SESSION -

Planning for improved learning outcomes in education sector, requires a review of the available data and research on the characteristics of the education system, its performance, and its context.



### What is planning and how is it useful?

#### DEFINITION;

Peretemode and Peretemode (2008) defines planning as a deliberate, systematic, organized, rational, and continuous process of determining in advance, what is to be done, how it will be done, what are the goals to be achieved, as well as establishing policies, programs, and procedures regarding use of resources to achieve a pre-determined objectives and goals.

Planning is the process of making decisions about what to do, why to do it, and when to do it necessitates preparation and the how to do it and with whom to do it with.

Planning is the process of forecasting or projecting an action to be carried out in the future based on the past performance.

In the education sector, planning is a technical, political, and participatory process which should be led by government in consultation with other stakeholders.

The education sector analysis process needs to be open to considering evidence that contradicts established assumptions and should allow space for dialogue and debate on difficult issues (Pigozzi, 2004; UNESCO, 2006).

## IMPORTANCE OF PLANNING

- i. Planning takes into account emerging changing needs
- ii. Education has to be planned to provide basic education for all- right to education
- iii. Plan for required skilled manpower in the country
- iv. To ensure the vulnerable participate in development
- v. Planning is done to show case demand for services

## CHARACTERISTICS OF A GOOD PLAN

- i. The Plan should be strategic, with the goal of learning at the core
- ii. The planning process needs to be informed by a legislative framework
- iii. The plan **MUST** be grounded in quantitative and qualitative evidence:
- iv. The plans **MUST** be context-sensitive and realistic
- v. The Plan holistically integrates core issues:
- vi. The Plan should be inclusive of stakeholders
- vii. The Plan should provide coherent and sustained reform
- viii. It uses regular monitoring and evaluation to improve strategic plans
- ix. It supports the disadvantaged, both within and outside school:

## SESSION 2: THE PLANNING PROCESS

1. Plan Making
2. Plan formulation
  - Diagnosis
  - Formulation of policy
  - Establishing priorities and target setting
  - Costing of future needs
  - Feasibility studies tests
3. Plan Implementation
4. Plan Evaluation
5. Plan feedback

## PLAN MAKING

### SESSION 3:

## THE INTERNATIONAL, REGIONAL AND NATIONAL PLANNING FRAMEWORKS/TOOLS IN EDUCATION

The education planning process should be anchored and strategically oriented towards achieving a specific national vision (NDPIII, Vision 2040, NRM Manifesto), sector goals (ESSP, Skilling Program, District Plans etc.) and both international (SDGs) and regional planning frameworks. The reason for this approach is to align the efforts, time and resources and achieve a common goal and overall impact for the education service delivery.

## DISCUSSION QUESTIONS (INDIVIDUAL ACTIVITY, 5 MINUTES)

1. What is the Education Goals and Objectives in the
  - Vision 2040
  - NDP III,
  - Ministry of Education and Sports sector strategic goals
  - Education department Goal and Objectives

**The planning process needs to be informed by a legislative framework**

and a set of values that prioritizes every child's right to learn (Article 30 of the 1995 Constitution of Uganda, the Education Act of 2008; among others).

## GROUP DISCUSSION (5 MINUTES)

1. List the International, Regional, National, District Legal and policy Framework for Education Planning
2. Do we regularly read and utilize these frameworks during planning?
3. What experience do we have in terms of applying these legal and policy frameworks in planning and budgeting for education

# PLAN FORMULATION

## 1. DIAGNOSIS

**The plan MUST be grounded in quantitative and qualitative evidence:**

Effective education sector planning begins with a comprehensive sector analysis

(District education Data, EMIS, National Education Survey data both from UBOS, National Curriculum development Centre, Academia, International organizations such as World bank, UNESCO, CSOs among others) including an analysis of what Pupils/students are actually learning, what they are not learning and why not, and how learning can be improved, as well as other data on education sector efficiency.

Qualitative research evidence is also important, particularly for understanding the processes that affect students learning outcomes. Policy makers may need assistance in locating good-quality local and international research and effectively interpreting it in relation to the national context.

## DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

1. What is the current situation of education in Buikwe District -Problem Analysis
2. Is there evidence to describe the education situation in the district and what is the main source of data

## The plans **MUST** be context-sensitive and realistic:

Education plans need to respond to the specific context in several ways. One of these is conflict and crisis preparedness, addressing the country's/District specific vulnerabilities in an integrated way throughout the plan's strategies.

The plan also needs to avoid the wholesale adoption of methods simply transported from elsewhere. 'Best practices' are rarely if ever universal, and education planners need to analyze current circumstances in order to understand the key next steps to improvement within their own country's social, institutional, and economic reality

### DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

1. What are the unique social economic political and vulnerabilities that hinder education in Buikwe District-Using the problem tree analysis

The planning process needs to include attention to current and projected financial, technical, and political resources and constraints so the adopted strategies are feasible and realistic

## The Plan holistically integrates core issues:

Planners need to be well-versed in issues such as non-discrimination, gender equity, conflict and crisis preparedness, and any ethical or cultural goals that are important to the education system, to bring these concerns into the planning processes. They also need to have a deep understanding of effective teaching and of the different issues and processes that affect teaching and learning.

### DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

1. What are the needs of the youth, teachers, special needs children in-terms of education services and outcome
2. Please propose strategies for inclusion of the gender and equity concerns in the planning process

## The Plan should be inclusive of stakeholders:

Education systems have a wide range of stakeholders, including local civil society, teacher unions, parent groups, student representatives, faith-based groups, employer associations, donors, and international organizations. –Engaging these stakeholders mobilizes knowledge, capacity, and resources, which are important for effective planning, implementation, and monitoring of education.

Public debate about what education quality means and how to achieve it can be taken as a positive sign, since it signals that education is an important public priority – a characteristic many of the world's strongest education systems hold in common.

## DISCUSSION / QUESTIONS

1. List key stakeholders in the education sector in Buikwe
2. List the current planning structures for education in Buikwe district
3. What are the benefits and challenges of including all stakeholders in planning

Yet it is also important that leadership and decision-making mechanisms are strong enough to achieve a negotiated outcome to these discussions and move forward with implementation in a coordinated way.

### The Plan should provide coherent and sustained reform:

Education planning needs to consider all subsectors – such as early childhood, primary, secondary, higher, adult and non-formal education – in a coherent way to achieve significant change.

Deep system reform may be necessary, rather than just piecemeal improvements.

The planning process should provide for mechanisms for willingness to learn from new ideas and change long-standing traditions, when necessary, can be a key factor, especially as part of a broader institutional culture that promotes collaboration and learning over time. To achieve such significant levels of reform often needs sustained leadership, at least for long enough to see through more than one cycle of implementation and adaptation.

### DISCUSSION QUESTIONS (10 MINUTES)

- i. Mention the current education reforms in the education system.
- ii. From your experience, explain how these reforms have enhanced education system in Buikwe district or constrained education service delivery in your district.
- iii. Propose new reform areas that would enhance education planning, and service delivery.

### It uses regular monitoring and evaluation to improve strategic plans:

The strength of an education sector analysis, and of the resulting strategic plan, is highly dependent on the quality of the data used. Thus, one key element of strategic planning is improving the monitoring and evaluation system that collects fundamental educational data, as well as increasing the capacity of education planners to understand and transform data into useful knowledge.

### DISCUSSION QUESTION (INDIVIDUAL TASKS. 5 MINUTES).

1. Does the department have a monitoring and evaluation
2. How is the data for education, collected, analyzed and validated
3. Who is responsible for collecting and reporting education data in Buikwe District
4. What are the M&E needs in the education department
5. Who does monitoring and evaluation in the education department
6. What is the main source of information



## SESSION 4:

# EDUCATION PLANNING STRUCTURES AND STAKEHOLDERS/ACTORS IN THE EDUCATION SECTOR

### IT SUPPORTS THE DISADVANTAGED, BOTH WITHIN AND OUTSIDE SCHOOL:

An education sector plan must identify resources of educational disparities and address the specific needs of disadvantaged groups. Many education systems have made significant progress in their overall levels of learning achievement by providing additional support to disadvantaged learners and underperforming schools.

Additionally, a great deal of what influences students' learning actually occurs outside of school – including factors such as parental background and parenting practices; physical health and nutrition; psycho-social health; and having adequate time to rest, study, and play. Education planners may therefore need to collaborate with agencies outside the sector in order to achieve real improvements in learning outcomes for the disadvantaged.

### DISCUSSION QUESTIONS (5 MINUTES)

1. What are those educational disparities, school drop outs girl and boy child,
2. What is the role of other stakeholders in planning for the children both at school and outside school?
3. What strategies have the district put in place to address the needs of the disadvantaged

## SESSION 5:

### DEVELOPING AN EDUCATION WORK PLAN

- Formulation of policy
- Establishing priorities and target setting
- Costing of future needs
- Feasibility studies tests

## SESSION 6:

### SHARE EXPERIENCE AND LESSONS LEARNT IN PLANNING IN EDUCATION DEPARTMENT

Recommended reading materials for session 1.

# ● B. BUDGETING

## SESSION 7:

# WHAT IS BUDGETING, BUDGETING PROCESS AND HOW IS IT USEFUL?

### DEFINITION:

The budgeting process is the budget policy decision making process to determine national priorities, prepare the budget, implement, Monitor and Evaluate \ Audit

The budget is prepared through an open and transparent and widely participatory process.

The objective of the consultative process is to solicit the views of all stakeholders in the preparation of the Budget and consequently ensure that the LG/MDAs budget reflects the views, aspirations and priorities of all stakeholders

## SESSION 8:

# THE POLICY AND LEGAL FRAMEWORKS FOR BUDGETING

The legal framework for the budget process is enshrined in the Uganda Constitution 1995, the Local Government Act 1997, the Budget Act 2001 and the Public Finance Management Act 2015.

Articles 155-158, Chapter 9 of the Constitution of the Republic of Uganda, 1995 provide the legal basis for the preparation and approval of the national budget.

Articles 190-197 on the other hand provide for the finances of the Local Governments

## SESSION 9:

# THE BUDGET CYCLE AND THE ROLE OF DIFFERENT CYCLES

There are four stages of the budget cycle

1. Budget Formulation
2. Legislation and Approval
3. Budget Execution/Implementation
4. Budget Audit and Evaluation

The budget process is undertaken at four key levels of participation:

1. The Ministry of Finance, Planning and Economic Development (MFPED),
2. Sector Working Groups , Line Ministries and Local Governments,
3. District councils
4. Cabinet, and
5. Parliament

## SESSION 10: THE BUDGET CALENDAR

	Activity	Date
1.	Prepare and submit the gender and equity guidelines for inclusion in the 1 <sup>st</sup> BCC.	<b>20 Sep</b>
2.	MOFPED issues the first Budget Call Circular: IPFs to MDAs/local governments	<b>30-Sep</b>
3.	Budget Desk prepares the first Budget Call Circular and shares with HoDs.	<b>5-Oct</b>
4.	National, sector, inter-ministerial, MDA Consultative Budget	<b>5-Oct to Nov</b>
5.	Review of the draft BFP and by the Technical Planning Committee and the Executive/management Committee( look out for gender and equity compliance)	<b>10-Nov</b>
6.	Approval by Executive Committee and Submission of the BFP to the MoFPED and Council (BFPs)	<b>15-Nov</b>
7.	Submission of the MDA BFP to Parliament (look out for gender and equity compliance)	<b>31<sup>st</sup> Dec</b>
8.	Submission of the MPS for MDA to parliament	<b>31<sup>st</sup> Mar</b>

## SESSION 11:

### RESOURCE MOBILIZATION AND RESOURCING OF EDUCATION SERVICES IN BUIKWE

See Power Point Presentation For Details

## SESSION 12:

### THE EXPERIENCE OF BUDGETING PROCESS IN BUIKWE DISTRICT

See Power Point Presentation For Details

# C. MONITORING AND EVALUATION

## SESSION 13:

### WHAT IS MONITORING AND EVALUATION, AND HOW IS IT USEFUL TO THE EDUCATION

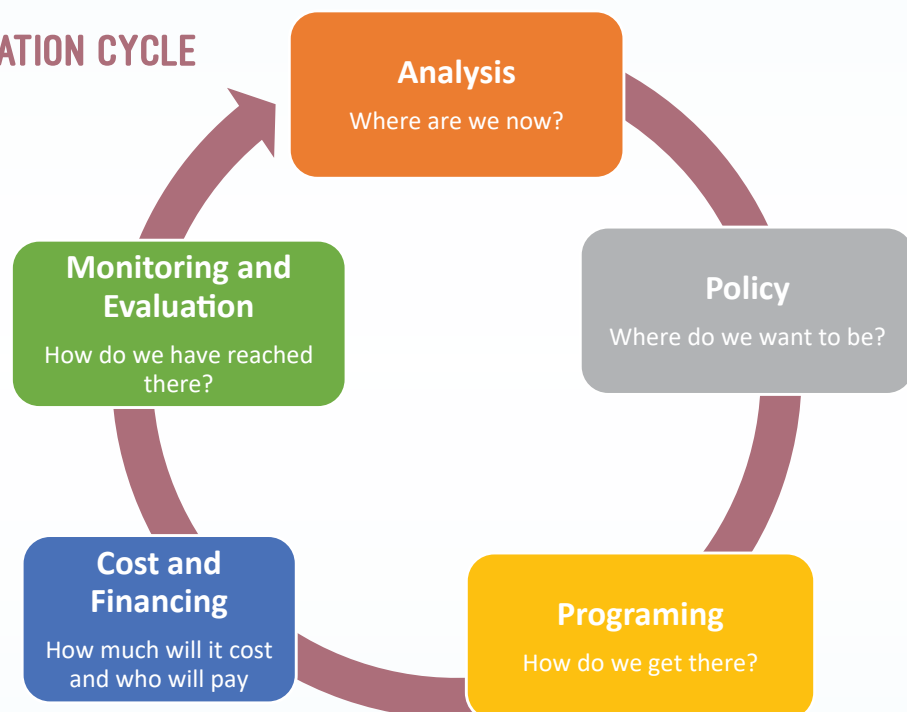
#### DEFINITION:

Monitoring is the continuous collection, analysis, reporting dissemination of project/investment information to management for evidence based decision making.

In monitoring we ask the fundamental questions/elements of (i.e)

- What- problem
- Why- objective
- When- time frame
- How- approach/methodology
- Where- Coverage/Location

#### MONITORING AND EVALUATION CYCLE



#### EVALUATION ASSESS FOR CHANGING AN IMPACTS ON THE LIVES OF PEOPLE THE USEFULNESS OF M&E.

- To satisfy our funders that we are holding ourselves accountable of their funds (goal)
- To satisfy ourselves that we are leading the right direction (organizational vision, values)
- To show that we are delivering against our strategic plan
- To have evidence that events happened, for learning purposes
- To track changes that happen over time, that allow for agency and autonomy, and changes that might go in different direction from what was anticipated but staff usually happen

## SESSION 14:

### HOW TO SET UP A MONITORING SYSTEM

The process of establishing the M&E system in the education department

1. Define the purpose of the M&E system
2. Agree with top leadership on what we do in monitoring and evaluation
3. Set out targets to be achieved
4. Collect and analyze data
5. Review the targets based on the baselines
6. Use data and report progress based on the agreed indicators
7. Evaluate and share feedback for improvement

## SESSION 15:

### TOOLS AND FRAMEWORKS FOR MONITORING AND EVALUATION

#### THE RESULTS FRAMEWORK

Results chain	
Impact	
Outcome	
Output	
Activities	

## SESSION 16:

### DEFINING INDICATORS FOR EDUCATION

See Power Point Presentation For Details

## SESSION 17:

### DEVELOPING A MONITORING AND EVALUATION PLAN FOR EDUCATION

See Power Point Presentation For Details

## SESSION 18:

### MEASURING PROGRESS—DATA COLLECTION, ANALYSIS AND REPORTING STRUCTURES

See Power Point Presentation For Details

## SESSION 19:

### EXPERIENCE OF MONITORING AND EVALUATION OF EDUCATION OUTCOMES IN BUIKWE DISTRICT

See Power Point Presentation For Details

## ● D. ACTION PLANNING AND WAY FORWARD

## SESSION 20:

### KEY TAKEAWAYS AND ACTION PLAN FOR EFFECTIVE IMPLEMENTATION OF PLANNING, BUDGETING, MONITORING AND EVALUATION IN THE EDUCATION IN SERVICES IN BUIKWE DISTRICT

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# APPENDICES

## APPENDIX A

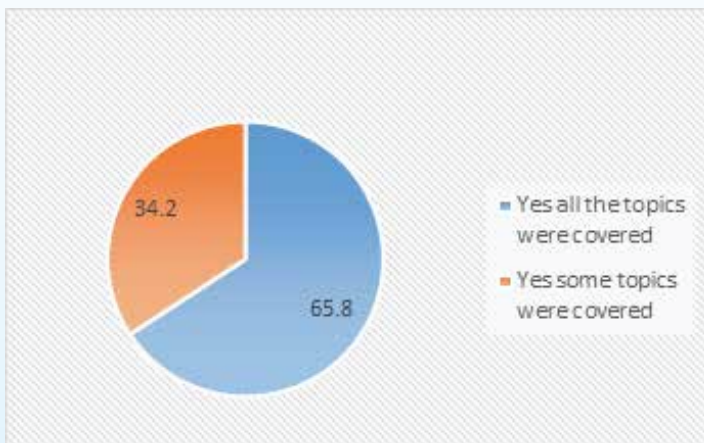
### END OF WORKSHOP EVALUATION BY THE PARTICIPANTS.



The planning, budgeting, monitoring and evaluation workshop was conducted for the Buikwe District Local Government and Wakisi Division. The study comprised of 38 respondents and study results revealed that 65.8 percent of the participants agreed that all topics were covered, 20 agreed that their training coverage was fully meet, 28 acquired the necessary knowledge on planning, budgeting and monitoring and evaluation, 14 participants confirmed through the survey that, they would be fully competent after the

training and would not require assistance to use the manual. 31 participants agreed that the facilitators helped them to understand the training materials. 32.2% of the respondents confirmed that most of the topics were covered while 2.6% percent were unable to share their training experience, 23 would be able to use the knowledge gained but with some assistance, yet 7 participants still had no clear stand on the whether they would be able to use the manual. 10 were not fully confident of knowledge about planning, budgeting and monitoring Education Service Delivery, 2 participants had a different opinion of what the training was all about. Below are the details of the end of workshop evaluation.

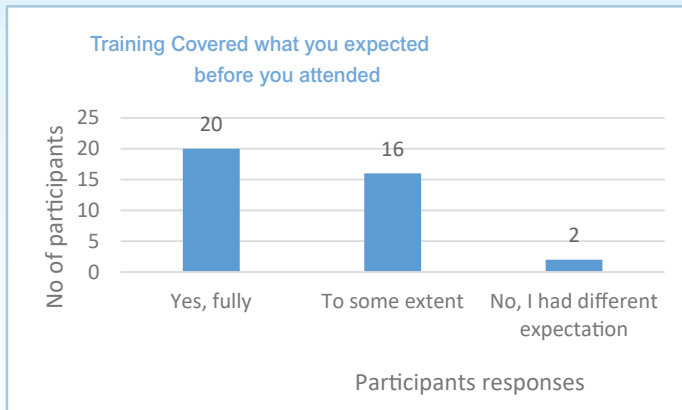
**FIG: 2 : SHOWING THE PERCENTAGE DISTRIBUTION OF PARTICIPANT'S RESPONSE ON TOPICS COVERED FOR PLANNING BUDGETING AND MONITORING EDUCATION SERVICE DELIVERY IN BUIKWE DISTRICT**



65.8 percent of the participants agreed that all the topics necessary for the training were covered however only 34.2 percent agreed that some topics were covered and others were left out. This be attributed to the limited time allocated for the workshop and may be in future more days shall be allocated for such trianing.

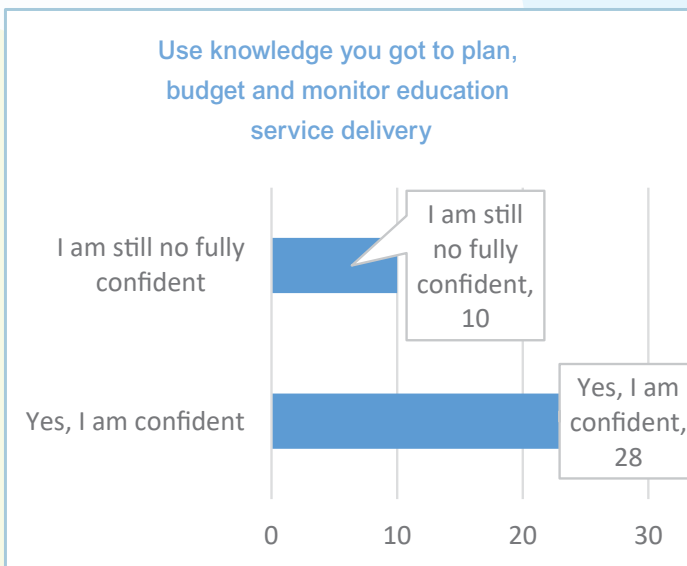


**FIG: 3 SHOWING THE DISTRIBUTION OF PARTICIPANT'S RESPONSES ON EXPECTED COVERAGE BEFORE THE TRAINING WAS CONDUCTED**



Slightly more than a half (20 participants) agreed that their expected coverage was met through the training, 16 of the remaining agreed that it was meet to some extent and only two of them had a different opinions on what the training was all about.

**FIG: 4 SHOWING PARTICIPANTS RESPONSE ON ABILITY TO UTILIZE KNOWLEDGE TO PLAN BUDGET AND MONITOR EDUCATION SERVICE DELIVERY**



A total of 28 respondents out of 38 agreed that they were able to utilize the knowledge to plan and monitor education service delivery. This portrays that the study objective were achieved since 7 in every ten individual were able to utilize the knowledge provided and there is need to continue subsequent follow up on the remaining 10 participants to ensure that they are also brought on board.



**FIG: 5 : SHOWING THE PARTICIPANT'S ABILITY TO SHARE THEIR TRAINING EXPERIENCE.**



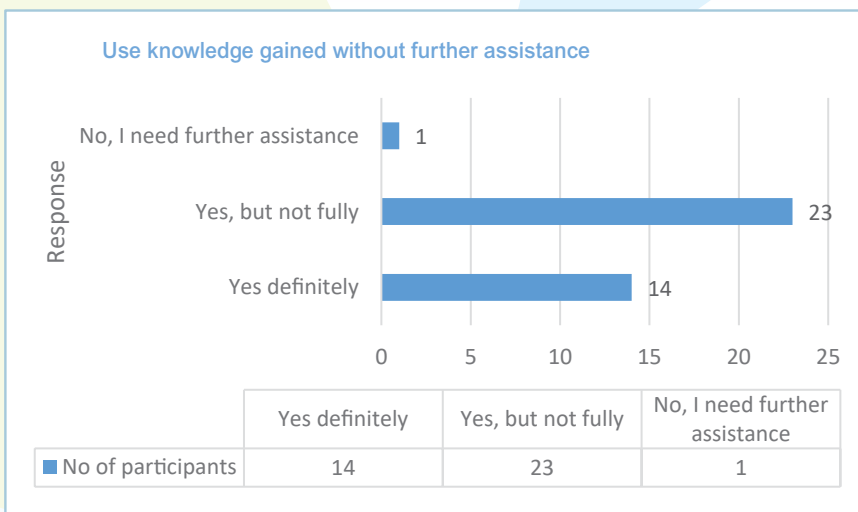
Seven in every 10 participants (73.7%) agreed that they would be able to share the experience gained through the training, 23.7 percent could manage to do it sometimes and only 2.6 percent agreed that they were unable to do so.

**FIG: 6 SHOWING PARTICIPANTS DISTRIBUTION ON TRAINER'S HELP YOU UNDERSTAND TRAINING MATERIALS**



31 out 38 participants who comprised of the majority agreed that the trainers helped them to understand the training materials on the other hand seven of the remaining members agreed but still have unanswered questions. Therefore need to address the questions to ensure all participants can utilize the training materials.

**FIG:7 : ABILITY TO USE THE KNOWLEDGE GAINED WITHOUT FURTHER ASSISTANCE**



23 participants who comprised of the majority agreed that they were able to use the knowledge but still needed assistance, 14 were fully competent and one participant said that he could not handle anything without further assistance.

This indicates a need for more follow up to support such stakeholders such that, they are not left out.

## IN GENERAL THE PARTICIPANTS MADE THE FOLLOWING COMMENTS



- ✓ Appreciated the facilitators and use of personal knowledge and skills during the training in planning, budgeting, monitoring and evaluation.
- ✓ Course content was in order and helped them to understand the concepts of planning, budgeting, monitoring and evaluation.
- ✓ Need for more trainings to make a follow up of what has been trained.
- ✓ Some participants preferred use of their local language other than English.
- ✓ Need to share the softcopy with the participants.



# APPENDIX B

## PRESENTATION ON PLANNING, BUDGETING, MONITORING AND EVALUATION

### INTRODUCTION

Welcome to the short course on  
“**PLANNING BUDGETING MONITORING AND EVALUATION**”.

We hope you find it both helpful and rewarding

**BUIKWE DISTRICT LOCAL GOVERNMENT** with support from the **EMBASSY OF ICELAND** organized to train key Local Government Staff both political and technical to enhance their capacities in planning, budgeting, monitoring and evaluation with special focus in the Education sector.

At the core of any effort to improve education quality and learning outcomes are three central processes:

- Analyzing the current education sector conditions,
- planning for improvement, and
- monitoring efforts to implement those plans.

### GENERAL OBJECTIVE

The overall aim of the training is to equip all the stakeholders with skills and support to improve and strengthen Planning, Budgeting and monitoring Education Service Delivery to achieve quality education in Wakisi Division-Buikwe District.

### SPECIFIC OBJECTIVES

- Generate procedures and proper mechanism for planning process, Budgeting and monitoring in order to facilitates proper coordination of Education Service Delivery in Wakisi Division-Buikwe District.
- To Mentor and sensitize on the roles of key stakeholders that include Government, Embassy of Iceland and District Local Government Staff in pursuit of quality Education service delivery through Planning, Budgeting and monitoring.
- To identify and address major challenges that hinder effective and quality Education service delivery caused by none functional elements of Planning, Budgeting and monitoring.

## TARGET PARTICIPANTS

The training package is mainly targeting the key staff in Buikwe District LG and Wakisi Division as indicated below

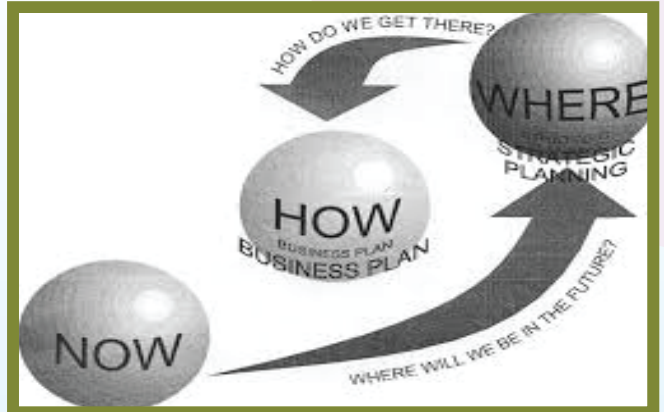
STAFF FROM BUIKWE LOCAL GOVERNMENT UNDERGO THE TRAINING		STAFF FROM WAKISI DIVISION UNDERGO THE TRAINING	
KEY STAFF	NO. OF STAFF	KEY STAFF	NO. OF STAFF
Principal Assistant Secretary	1	Education Officers	4
Education Officers	9	Community Development officers	2
Community Development Officers	5	Health Inspector	1
Procurement Officers	1	Parish Chiefs	2
Health Inspectors	5	Political leaders	4
Environmental Officers	2	Town Clerks	2
Planners	2		
Sub County Chiefs	5		
Parish Chiefs	5		
Chairpersons LC III	5		
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>15</b>

## MODULE 1: PLANNING

### WHAT IS PLANNING?



Key Differences



# CONTENT FOR PLANNING

MODULE OBJECTIVES  
AND EXPECTATIONS

UNIT 1: PLANNING  
AND HOW IS IT  
USEFUL?

UNIT 2:  
LEGAL AND POLICY  
FRAMEWORK

UNIT 3:  
THE PLANNING  
PROCESS

UNIT 4:  
PLANNING STRUCTURES  
AND ACTORS

UNIT 5  
DEVELOPING AN  
EDUCATION WORKPLAN

UNIT 6  
CHALLENGES AND  
RECOMMENDATIONS

## UNIT 1: WHAT IS PLANNING AND HOW IS IT USEFUL?



### DEFINITION OF PLANNING!

Planning as a deliberate, systematic, organized, rational, and continuous process of determining in advance, what is to be done, how it will be done, what are the goals to be achieved, as well as establishing policies, programs, and procedures regarding use of resources to achieve a pre-determined objectives and goals

Peretemode and Peretemode (2008)

- 1 - Planning is the process of making decisions about what to do, why to do it, and when to do it necessitates preparation and how to do it and with who.
- 2 - Planning is the process of forecasting or projecting an action to be carried out in the future based on the past performance.
- 3 - In the education sector, planning is a technical, political, and participatory process which should be led by government in consultation with other stakeholders.
- 4 - The education sector analysis process needs to be open to considering evidence that contradicts established assumptions and should allow space for dialogue and debate on difficult issues (Pigozzi, 2004; UNESCO, 2006).

### HOW IS PLANNING USEFUL?

- Planning takes into account emerging changing needs
- Basic education is a right for all
- Plan for required skilled manpower in the country
- To ensure the vulnerable participate in development
- Planning is done to show case demand for services

## CHARACTERISTICS OF A GOOD PLAN

1. The Plan should be strategic, with the goal of learning at the core
2. The planning process needs to be informed by a legislative framework
3. The plan MUST be grounded in quantitative and qualitative evidence:
4. The plans MUST be context-sensitive and realistic

## TYPES OF PLANS

1. National Plans
2. Sub-national Plans
3. Short term plans/Long terms plans
4. Strategic plans/Operational plans
5. One year Plan/Multiyear Plan
6. School Development Plan Among others.

## ● UNIT 2 : LEGAL AND POLICY FRAMEWORK

- The planning process needs to be informed by a legislative framework and a set of values that prioritizes every child's right to learn (Article 30 of the 1995 Constitution of Uganda, the Education Act of 2008; among others.
- The right to education is guaranteed under Article 30 of the 1995 Constitution of Uganda, Article 18 states that 'The State shall promote free and compulsory basic education'. The Education Act of 2008 also guarantees this right and further describes the education system of Uganda.

## GROUP DISCUSSION ( 5 MINUTES)

- List the International, Regional, National, District Legal and policy Framework for Education Planning
- What experience do we have in terms of applying these legal and policy frameworks in planning and budgeting for education

- 
- |  |  |
|--|--|
| * SDGs   | * Budget Call circulars  |
| * The 1995 Constitution of Uganda                | * Government Circulars and guidelines  |
| * The Education Act 2008                         | * UPE guidelines   |
| * The Government White Paper on Education (1992) | * USE Guidelines   |
| * Vision 2040                                    | * BTVET  |
| * ESSP   | * Education polices –gender, climate change, special needs, HIV/AIDs, GBV, SRHS, Rights etc) |
| * NDP III  |  |
| * District Development Plan                      |  |

## UGANDA HAS 4 TIER EDUCATION SYSTEM

1. pre-primary education – 3 years
2. Free and compulsory primary education- 7 years
3. Free secondary education – 6 years
4. Tertiary education- a minimum of 3 years; it includes Business, Technical, Vocational Education and Training (BTVET), and Non-Formal Education (NFE).

## UNIT 3 : KEY STEPS IN THE PLANNING PROCESS



### 1 PLAN MAKING

1. The education planning process should be anchored and strategically oriented towards achieving a specific national vision (NDPIII, Vision 2040, NRM Manifesto), sector goals (ESSP, Skilling Program, District Plans etc) and both international (SDGs) and regional planning frameworks.
2. The reason for this approach is to align the efforts, time and resources and achieve a common goal and overall impact for the education service delivery.

### DISCUSSION QUESTIONS (INDIVIDUAL ACTIVITY. 5 MINUTES)

1. What is the Education Goals and Objectives in the Vision 2040?  
NDPIII?  
Ministry of Education and Sports sector strategic goals ?  
Education department Goal and Objectives?





## 2 PLAN FORMULATION

### STEP 1 : DIAGNOSIS

1. The plan **MUST** be grounded in quantitative and qualitative evidence:
2. Effective education sector planning begins with a comprehensive sector analysis (District education Data, EMIS, National Education Survey data both from UBOS, National Curriculum development Centre, Academia, International organizations such as World bank, UNESCO, CSOs among others) including an analysis of what Pupils/students are actually learning, what they are not learning and why not, and how learning can be improved, as well as other data on education sector efficiency.
3. Qualitative research evidence is also important, particularly for understanding the processes that affect student learning outcomes. Policymakers may need assistance in locating good-quality local and international research and effectively interpreting it in relation to the national context

### DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

1. What is the current situation of education in Buikwe District -Problem Analysis?
2. Is there evidence to describe the education situation in the district and what is the main source of data?
4. Education plans need to respond to the specific context in several ways. One of these is conflict and crisis preparedness, addressing the country's/District specific vulnerabilities in an integrated way throughout the plan's strategies.
5. The plan also needs to avoid the wholesale adoption of methods simply transported from elsewhere. 'Best practices' are rarely if ever universal, and education planners need to analyze current circumstances in order to understand the key next steps to improvement within their own country's social, institutional, and economic reality
6. The planning process needs to include attention to current and projected financial, technical, and political resources and constraints so the adopted strategies are feasible and realistic

### DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

What are the unique social economic political and vulnerabilities that hinder education in Buikwe District-Using the problem tree analysis ?

7. Planners need to be well-versed in issues such as non-discrimination, gender equity, conflict and crisis preparedness, and any ethical or cultural goals that are important to the education system, to bring these concerns into the planning processes They also need to have a deep understanding of effective teaching and of the different issues and processes that affect teaching and learning.

### DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

1. What are the needs of the youth, teachers, special needs children in-terms of education services
2. Please propose strategies for inclusion of the gender and equity concerns in the planning process.

8. Planners need to be well-versed in issues such as non-discrimination, gender equity, conflict and crisis preparedness, and any ethical or cultural goals that are important to the education system, to bring these concerns into the planning processes. They also need to have a deep understanding of effective teaching and of the different issues and processes that affect teaching and learning.

### DISCUSSION QUESTIONS (GROUP DISCUSSION: 10 MINUTES)

1. What are the needs of the youth, teachers, special needs children in-terms of education services
2. Please propose strategies for inclusion of the gender and equity concerns in the planning process.

9. Education systems have a wide range of stakeholders, including local civil society, teacher unions, parent groups, student representatives, faith-based groups, employer associations, donors, and international organizations. –Engaging these stakeholders mobilizes knowledge, capacity, and resources, which are important for effective planning, implementation, and monitoring of education.

10. Public debate about what education quality means and how to achieve it can be taken as a positive sign, since it signals that education is an important public priority – a characteristic many of the world’s strongest education systems hold in common.

11. Yet it is also important that leadership and decision-making mechanisms are strong enough to achieve a negotiated outcome to these discussions and move forward with implementation in a coordinated way.

### DISCUSSION QUESTIONS

1. List key stakeholders in the education sector in Buikwe
2. List the current planning structures for education in Buikwe district
3. What are the benefits and challenges of including all stakeholders in planning

12. Education planning needs to consider all subsectors – such as early childhood, primary, secondary, higher, adult and non-formal education – in a coherent way to achieve significant change.

13. The planning process should provide for mechanisms for willingness to learn from new ideas and change long-standing traditions, when necessary, can be a key factor, especially as part of a broader institutional culture that promotes collaboration and learning over time. To achieve such significant levels of reform often needs sustained leadership, at least for long enough to see through more than one cycle of implementation and adaptation.

### DISCUSSION QUESTIONS (10 MINUTES)

1. Mention the current education reforms in the education system
2. From your experience, explain how these reforms have enhanced education system in Buikwe district or constrained education service delivery in your district
3. Propose new reform areas that would enhance education planning, and service delivery.

14. It supports the disadvantaged, both within and outside school: An education sector plan must identify sources of educational disparities and address the specific needs of disadvantaged groups. Many education systems have made significant progress in their overall levels of learning achievement by providing additional support to disadvantaged learners and underperforming schools.
15. Additionally, a great deal of what influences students' learning actually occurs outside of school – including factors such as parental background and parenting practices; physical health and nutrition; psycho-social health; and having adequate time to rest, study, and play. Education planners may therefore need to collaborate with agencies outside the sector in order to achieve real improvements in learning outcomes for the disadvantaged.

## DISCUSSION QUESTIONS (5 MINUTES)

1. What are those educational disparities, drop outs girl and boy child,
2. What is the role of other stakeholders in planning for the children both at school and outside school.
3. What strategies have the district put in place to address the needs of the disadvantaged

## DEVELOPING AN EDUCATION WORK PLAN



- Formulation of policy
- Establishing priorities and target setting
- Costing of future needs
- Feasibility studies tests

## 3. PLAN IMPLEMENTATION

- Implementation structures established and strengthened
- Allocating human resources
- Resource mobilization and allocation to the different cost items
- Tracking progress for implementation
- Support supervision and inspections
- Reporting and audit

## 4. PLAN EVALUATION

- Assessments
- Surveys/studies
- Spot checks
- Baselines
- Midterm reviews
- Impact assessments

## 5. PLAN FEEDBACK

- Stakeholder review meetings
- Barazas
- District planning and review meetings
- Public dialogues
- Workshops/seminars
- Radio talk shows and newspaper bulletins
- District reports/ Statistical Abstracts

# UNIT 4: PLANNING STRUCTURES AND ACTORS

Yet it is also important that leadership and decision-making mechanisms are strong enough to achieve a negotiated outcome to these discussions and move forward with implementation in a coordinated way.

### DISCUSSION QUESTIONS (10 MINUTES)

1. List key stakeholders in the education sector in Buikwe
2. List the current planning structures for education in Buikwe district
3. What are the benefits and challenges of including all stakeholders in planning

# UNIT 5: UNIT 5 DEVELOPING AN EDUCATION WORKPLAN

Objective	Priority Action	Target	Budget	Time lines	Responsibility centre

### GROUP 1.

1. Using information generated from the priorities,
2. Using the matrix above, develop a work plan for the education in Buikwe District.



## DISCUSSION QUESTIONS (10 MINUTES)

1. What are the challenges experience during planning?
2. What proposal do you give to improve education planning in Buikwe district?

# MODULE 2 : BUDGETING



## MODULE OBJECTIVES AND EXPECTATIONS



### Module Objectives:

The objective of this module is to equip participants with the required knowledge, tools and skills in budgeting for education services

## Learning Outcome :

By the end of the sessions, participants will be able to develop a budget for the education sector



# CONTENT FOR BUDGETING

UNIT 1: MODULE OBJECTIVES AND EXPECTATIONS

UNIT 2: DEFINITION OF BUDGETING, AND HOW IS IT USEFUL

UNIT 3: THE POLICY AND LEGAL FRAMEWORKS FOR BUDGETING

UNIT 4: THE BUDGET CYCLE

UNIT 5: THE BUDGET CALENDAR

UNIT 6: RESOURCE MOBILIZATION AND RESOURCING OF EDUCATION SERVICES

UNIT 7: BUDGETING CHALLENGES AND RECOMMENDATIONS

## ● DEFINITION OF BUDGETING, AND HOW IS IT USEFUL

### Discussion (2minutes):

What is Budgeting?



What is  
Budgeting &  
Planning?

intricity

The budgeting process is the budget policy decision making process to determine national priorities, prepare the budget, implement, Monitor and Evaluate\Audit

The budget is prepared through an open, transparent and widely participatory process.



The objective of the consultative process is to solicit the views of all stakeholders in the preparation of the Budget and consequently ensure that the LG/MDAs budget reflects the views, aspirations and priorities of all stakeholders

## DISCUSSION (2 MINUTES)

1. Why do we do budgeting in the education sector?

## ● THE POLICY AND LEGAL FRAMEWORKS FOR BUDGETING

- The legal framework for the budget process is enshrined in the Uganda Constitution 1995, the Local Government Act 1997, the Budget Act 2001 and the Public Finance Management Act 2015.

Articles 155-158, Chapter 9 of the Constitution of the Republic of Uganda, 1995 provide the legal basis for the preparation and approval of the national budget.

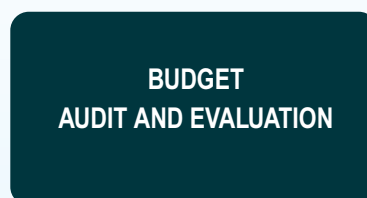
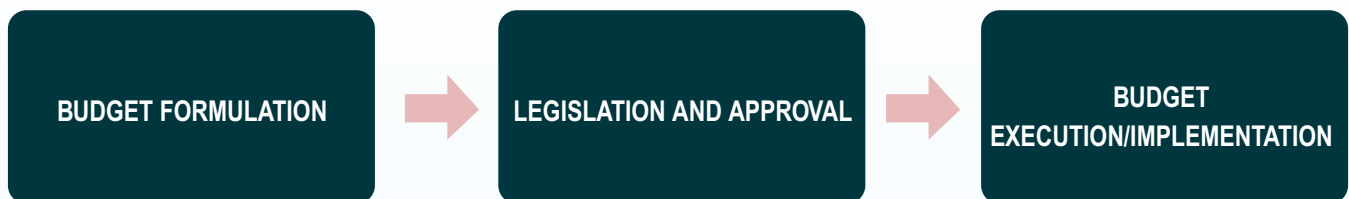
Articles 190-197 on the other hand provide for the finances of the Local Governments



## DISCUSSION (5 MINUTES)

When budgeting for education programs; Mention the budget instruments that facilitate the budgeting process in the district.

## ● THE BUDGET CYCLE AND THE ROLE OF DIFFERENT CYCLES



- The budget process is undertaken at four key levels of participation:
  1. The Ministry of Finance, Planning and Economic Development (MFPED),
  2. Sector Working Groups , Line Ministries and Local Governments,
  3. District councils
  4. Cabinet, and
  5. Parliament

## ● UNIT 5: THE BUDGET CALENDAR



ACTIVITY	DATE
Prepare and submit the gender and equity guidelines for inclusion in the 1st BCC	20 Sep
MFPED issues the first Budget Call Circular: IPFs to MDAs/local governments	30 Sep
Budget Desk prepares the first Budget Call Circular and shares with HoDs.	05 Oct
National, sector, inter-ministerial, MDA Consultative Budget	05 Oct to Nov
Review of the draft BFP and by the Technical Planning Committee and the Executive/management Committee( look out for gender and equity compliance)	10 Nov
Approval by Executive Committee and Submission of the BFP to the MoFPED and Council (BFPs)	15 Nov
Submission of the MDA BFP to Parliament (look out for gender and equity compliance)	31 Nov
Submission of the MPS for MDA to parliament	31 Mar

## ● UNIT 6: RESOURCE MOBILIZATION AND RESOURCING OF EDUCATION SERVICES

**01**

**What are the key sources of funding for education sector**

**02**

**Do we have capacities to mobilize for resources for education**

**03**

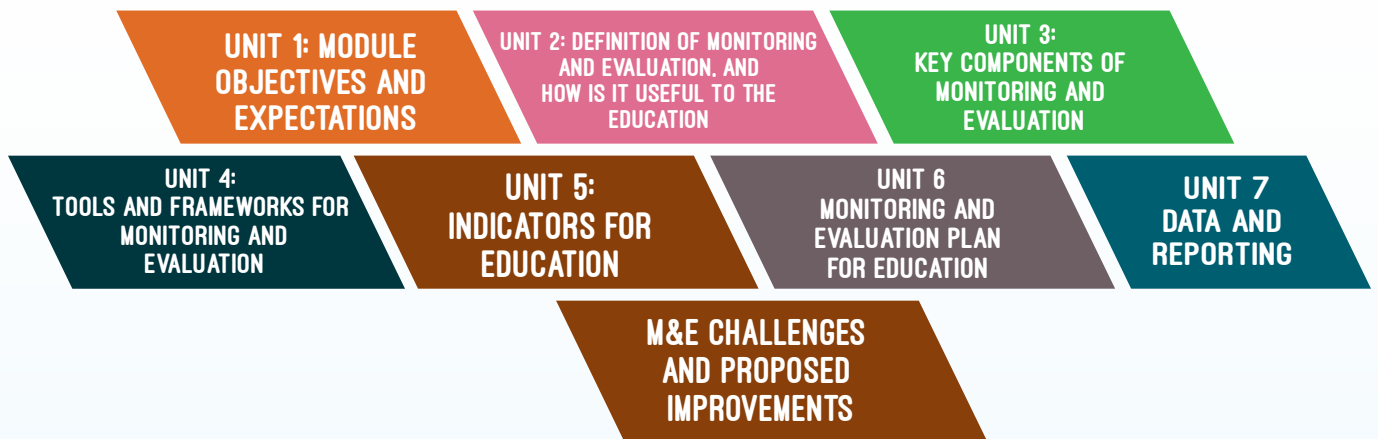
**Does the district have a resource mobilization plan**



# MODULE 3 : MONITORING AND EVALUATION



## CONTENT FOR MONITORING AND EVALUATION



### ● UNIT 1: MODULE OBJECTIVES AND EXPECTATIONS



The share knowledge on terms, tools and challenges of monitoring and evaluation in education sector



Learning Outcomes : participants will be able to develop M&E plans and monitor and evaluate education programmes in the district

## ● UNIT 2: DEFINITION OF MONITORING AND EVALUATION, & HOW IS IT USEFUL



### DEFINITION OF EVALUATION



**A systematic** and objective measurement of the results achieved by a Programme in order to assess its;

- Relevance
- Efficiency
- Effectiveness
- Impact
- Sustainability

**Evaluation** is the comparison of actual programme impacts against agreed strategic objectives and goal.

## ● UNIT 3: KEY COMPONENTS OF MONITORING AND EVALUATION



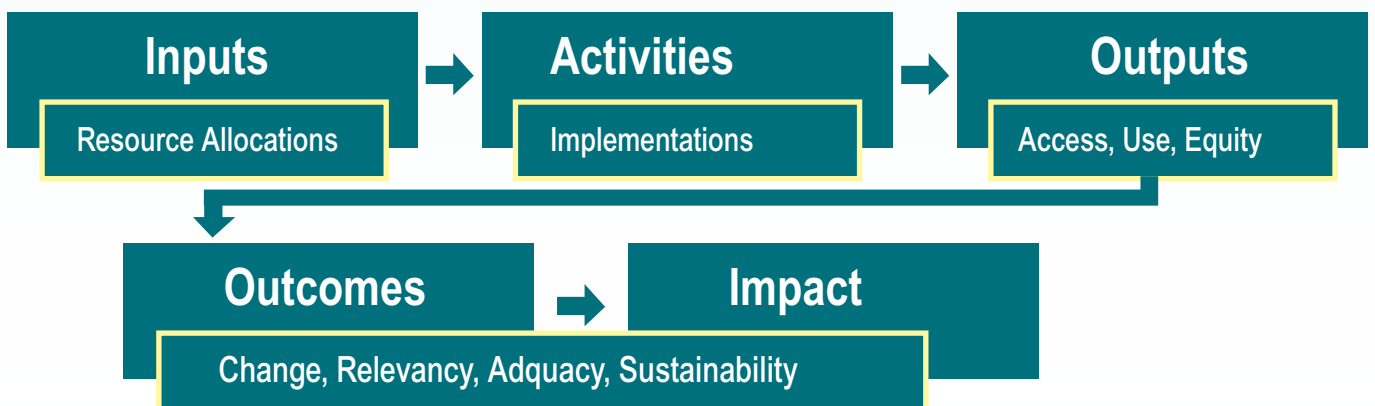
## ● UNIT 4: TOOLS AND FRAMEWORKS FOR MONITORING AND EVALUATION



### RESULTS FRAMEWORK

- Theory of change
- M & E Plan / Strategy
- Indicator Tracker
- Monitoring Tools
- Reporting Tools

### RESULTS CHAIN



## ● UNIT 5: INDICATORS FOR EDUCATION



What is your understanding of an indicator?



Name and define two categories of indicators commonly used in M&E

### SMART

**S - SIMPLE**  
**M - MEASURABLE**  
**A - ADQUATE**  
**R - RELEVANT**  
**T - TIME BOUND**

### CREAM

**C - CLEAR**  
**R - RELEVANT**  
**E - ECONOMIC**  
**A - ADQUATE**  
**M - MONITORABALE**



OBJECTIVE	INDICATOR	TARGET	TIMEFRAME
Access	Enrolment rate in primary schools		
Effectiveness			
Quality	PLE performance rate in the district		
Gender			

**DISCUSSION 10**

1. In your groups, List the education indicators (using the format above).

## ● UNIT 6: MONITORING AND EVALUATION PLAN FOR EDUCATION

- Monitoring and evaluation plan is a matrix that shows all the M&E activities that will be implemented and the responsibility center and the required resources
- Monitoring plan has the following components as detailed in the matrix below



INDICATOR	DEFINITION	UNIT OF MEASURE	COMPUTATION	DATA SOURCE	FREQUENCY	BASELINE	TARGET	RESPONSIBILITY

## GROUP WORK

Using the above matrix, develop the M&E plan for your district using the indicators previously developed in the previous assignments

Each team will present



- Using the information obtained in the various assignments, prepare an M&E Work plan for the Education services in the district

S/N	M & E ACTIVITY	BUDGET	TMELINES	RESPONSIBILITY CENTRE

## ● UNIT 7: DATA AND REPORTING

- Data is a key ingredient in Monitoring and evaluation .

### QUESTION FOR DISCUSSION

1. Does the district have database for education sector
2. How often is the data collected/updated
3. Who is responsible for generating and reporting
4. Are there data challenges in planning and budgeting for education
5. What interventions are required to develop a strong data system in the district

## ACTIVITY PROGRESS REPORTS

- Periodic reports
- Inception reports
- Baseline report
- Mind-term review reports
- Impact assessment reports-etc

### REPORTS SHOULD HAVE:

- Disaggregated data by G & E
- Clear pictures that are G&E responsive
- Location, Dates, list of participants disaggregated by G&E

## ● UNIT 8: M&E CHALLENGES AND PROPOSED IMPROVEMENTS

### DISCUSSION

1. What are the challenges of implementing monitoring and evaluation in education
2. Propose measures to strengthen monitoring and evaluation in your district

### KEY TAKE HOME

1. Does the department have a monitoring and evaluation?
2. How is the data for education, collected, analyzed and validated?
3. Who is responsible for collecting and reporting education data in Buikwe District?
4. What are the M&E needs in the education department?
5. Who does monitoring and evaluation in the education department?
6. What is the main source of information?

### ACTION PLANNING & WAY FORWARD

### GROUP DISCUSSION

# APPENDIX C

## WORKSHOP PROGRAM ON PLANNING, BUDGETING, MONITORING AND EVALUATION.



**BUIKWE LOCAL GOVERNMENT**

*Supported By:* →



**EMBASSY OF ICELAND**

**DAY 1: DATE: 11th JANUARY, 2023, VENUE: ST. MARY'S COLLEGE LUGAZI.**

TIME	SESSION	RESPONSIBILITY
8:00 - 8:30am	→ Arrival and Registration	Consult Info Services
8:30 - 9:00am	→ Introductions and Expectations	
9:00 - 9:30am	→ •Welcome Remarks by the District Education Officer Buikwe • Official Opening of the training by Chief Administrative Officer • Overview of the workshop • Introduction on Planning, Budgeting, Monitoring & Evaluation	
10:30 - 11:00am	<b>Tea Break</b>	<b>Welfare</b>
11:00 - 12:30pm	→ The legal and policy framework	Consult Info Services
12:30 - 1:30pm	<b>Plan making</b>	<b>Consult Info Services</b>
1:30 - 2:30pm	→ Lunch Break	Welfare
2:30 - 4:00pm	<b>Plan evaluation &amp; Feedback</b>	<b>Consult Info Services</b>
4:00 - 5:00pm	→ Open discussion	Consult Info Services
5:00 - 5:30pm	<b>Closure</b>	<b>Welfare</b>

**DAY 2: DATE: 12th JANUARY, 2023, VENUE: ST. MARY'S COLLEGE LUGAZI.**

TIME	SESSION	RESPONSIBILITY
8.00 – 8.30am	Arrival and Registration	Consult Info Services
8.30 - 9.00am	→ Recap of day 1	Consult Info Services
9.00 - 9.30am	Planning Structure Discussion	Consult Info Services
10.30 - 11.00am	→ Tea Break	Welfare
11.00 - 12.30pm	Budgeting	Consult Info Services
12:30pm-1:30pm	→ The Budget Calendar	Consult Info Services
1.30pm- 2.30pm	Lunch Break	Welfare
2:30pm-4:00pm	→ Monitoring & Evaluation	Consult Info Services
4:00pm-5:00pm	Open discussion	Consult Info Services
5:00pm – 5:30pm	→ Closure	Welfare

**DAY 1: DATE: 13th JANUARY, 2023, VENUE: ST. MARY'S COLLEGE LUGAZI**

TIME	SESSION	RESPONSIBILITY
8:00 - 8:30am	→ Arrival and Registration	Consult Info Services
8:30 - 9:00am	→ Introductions and Expectations	
9:00 - 9:30am	→ •Welcome Remarks by the District Education Officer Buikwe • Official Opening of the training by Chief Administrative Officer (CAO) • Overview of the workshop • Introduction on Planning, Budgeting, Monitoring & Evaluation	
10:30 - 11:00am	Tea Break	Welfare
11:00 - 12:30pm	→ The legal and policy framework	Consult Info Services
12:30 - 1:30pm	Plan making	Consult Info Services
1:30 - 2:30pm	→ Lunch Break	Welfare
2:30 - 4:00pm	Plan evaluation & Feedback	Consult Info Services
4:00 - 5:00pm	→ Open discussion	Consult Info Services
5:00 – 5:30pm	Closure	Welfare



**DAY 2: DATE: 14th JANUARY, 2023, VENUE: ST. MARY'S COLLEGE LUGAZI.**

TIME	SESSION	RESPONSIBILITY
8.00 – 8.30am	Arrival and Registration	Consult Info Services
8.30 - 9.00am	→ Recap of day 1	Consult Info Services
9.00 - 9.30am	Planning Structure Discussion	Consult Info Services
10.30 - 11.00am	→ Tea Break	Welfare
11.00 - 12.30pm	Budgeting	Consult Info Services
12:30pm-1:30pm	→ The Budget Calendar	Consult Info Services
1.30pm- 2.30pm	Lunch Break	Welfare
2:30pm-4:00pm	→ Monitoring & Evaluation	Consult Info Services
4:00pm-5:00pm	Open discussion	Consult Info Services
5:00pm – 5:30pm	→ Closure	Welfare

# APPENDIX D

## ATTENDANCE LIST



TRAINING OF KEY STAKEHOLDERS IN PLANNING, BUDGETING, MONITORING AND EVALUATION OF  
EDUCATION SERVICE DELIVERY IN BUIKWE DISTRICT ON 11<sup>TH</sup> - 12<sup>TH</sup> JANUARY 2023 AT ST. MARY'S COLLEGE

LUGAZI

### ATTENDANCE LIST FOR WAKISI DIVISION

S/N	Name	sex	Designation	Telephone contact	Sign
1.	Nkuutu Hassan	M	Principal Education Officer	0701898898	
2.	Ssemakula Keith	M	Education Officer	0774141416	
3.	Nsumba George William	M	Municipal Inspector of Schools	0777853434	
4.	Kiyemba Phiona	F	Centre Coordinating Tutor	0778563589	
5.	Nambogo Moreen	F	Community Development Officer	0716063945	
6.	Ssekajja Henry	M	Community Development Officer		
7.	Kabale Aloysius	M	Health Assistant	082331856	
8.	Kato Alfusi	M	Parish Chief	0772997513	
9.	Mabeli Joyce	F	Parish Chief	0788609494	
10.	Mwale Eugene	M	Secretary for Education	0759069392	
11.	Babomba Sarah	F	District Woman Councillor	0752316505	
12.	Kayisokampanga Jibril	M	District Councillor	0788090529	
13.	Kyazze Yasin	M	Mayor		
14.	Bayiga Ruth	F	Town Clerk	0779146637	
15.	Kateeba .K. Godfrey	M	Town Clerk	0774548884	



TRAINING OF KEY STAKEHOLDERS IN PLANNING, BUDGETING, MONITORING AND EVALUATION OF  
EDUCATION SERVICE DELIVERY IN BUKWE DISTRICT ON 11<sup>TH</sup> - 12<sup>TH</sup> JANUARY 2023 AT ST. MARY'S COLLEGE

LUGAZI

ATTENDANCE LIST FOR WAKISI DIVISION

S/N	Name	sex	Designation	Telephone contact	Sign
1.	MUSIYA JOYCE MBERO	F	TOWN AGENT	0788609494	
2.	BATHIERA RUTHI	F	TOWN CHERIC	0779146637	
3.	Kabala-Angang.	M	T.T.A	882321880	
4.	NAMBOGO MOREEN	F	CDO	0776063945	
5.	USUMBWA G.W	M	M.I.S	0777853434	
6.	Ssemakula Keith	M	E.O	0774141416	
7.	Kiyemba Irona	F	CCÍ-Njeru	0778063589	
8.	MWALE EUGENE	M	SEC/EDUCATION	0759069292	
9.	VARO ALPHONSE	M	TOWN AGENT	0992997553	
10.	BWAIPE				
11.	KHABO KHAMPAKA JUBRU	M	DISTRICT COUNCILLOR	0788090529	
12.	SARAH BABOMISA	F	DIST. COUNCILLOR	0752316505	
13.					
14.					
15.					



TRAINING OF KEY STAKEHOLDERS IN PLANNING, BUDGETING, MONITORING AND EVALUATION OF EDUCATION  
SERVICE DELIVERY IN BUIKWE DISTRICT ON 13<sup>TH</sup>-14<sup>TH</sup> JANUARY 2023 AT ST. MARY'S COLLEGE LUGAZI

**ATTENDANCE LIST FOR BUIKWE DISTRICT LOCAL GOVERNMENT STAFF**

S/N	Name	Sex	Designation	Telephone contact	Sign
1.	Ssenyonjo Jude Mark	M	Principal Assistant Secretary	0759 465039	
2.	Musasizi Kizito Julius	M	District Education Officer	0732 338720	
3.	Nakazibwe Resty	F	District Inspector of Schools	0701980985	
4.	Nantongo Rashida	F	Senior Education Officer	0706318896	
5.	Achieng Pamela	F	Education Officer	0706318896	
6.	Oundo Mutiri David	M	Inspector of Schools	0782726587	
7.	Kiyimba Rajab	M	Inspector of Schools		
8.	Lubuuliwa Henry	M	Sports Officer	0706561570	
9.	Nakigudde Annet	F	Centre Coordinating Tutor	0758151116	
10.	Weerthe Rose	F	Centre Coordinating Tutor	0772820536	
11.	Kiganda Sam	M	District Community Development Officer	0787961375	
12.	Mutebi Mastula	F	Senior Community Development Officer	0773408614	
13.	Kasajja Ibrahim	M	Community Development Officer	0776619396	
14.	Kibirige Abbey	M	Community Development Officer	0785375085	
15.	Mujuni Francis	M	Community Development Officer	0786916599	
16.	Namayanja Susan	F	Senior Procurement Officer	077051838	
17.	Mbuya Daniel	M	District Health Inspector	0781585079	

18.	Cherbet Diana	F	Health Assistant	0789305419	<i>[Signature]</i>
19.	Harman Hussein	M	Health Assistant	0700388927	<i>[Signature]</i>
20.	Sanyu Diana	F	Health Assistant	0777433333	<i>[Signature]</i>
21.	Alupo Annet	F	Health Assistant	0700712314	<i>[Signature]</i>
22.	Nakiri Jazira	F	Senior Environmental Officer	0752625062	<i>[Signature]</i>
23.	Kisembo Stella	F	Environmental Officer	0704127932	<i>[Signature]</i>
24.	Zalwango Rosemary	F	Planner	0784999440	<i>[Signature]</i>
25.	Mulombo Yusuf	M	Planner	0772456330	<i>[Signature]</i>
26.	Mukasa Abu Baker	M	Sub County Chief	0756954440	<i>[Signature]</i>
27.	Babirye Proscovia	F	Sub County Chief	0772316442	<i>[Signature]</i>
28.	Nagaya Moses	M	Sub County Chief	0704441119	<i>[Signature]</i>
29.	Mbogo Douglas	M	Sub County Chief	0701061412	<i>[Signature]</i>
30.	Konde Moses	M	Sub County Chief	0772512404	<i>[Signature]</i>
31.	Lunyolo Rebecca	F	Parish Chief	0755093753	<i>[Signature]</i>
32.	Ntambi Sulayita	M	Parish Chief	0781554595	<i>[Signature]</i>
33.	Mubi Paul	M	Parish Chief	0774087027	<i>[Signature]</i>
34.	Nansubuga Agnes	F	Parish Chief	0708119670	<i>[Signature]</i>
35.	Mukasa Faluk	M	Parish Chief	0701041895	<i>[Signature]</i>
36.	Lukwago Patu Musa	M	Chairperson LCIII	0751709011	<i>[Signature]</i>
37.	Mbabule James	M	Chairperson LCIII	0782321166	<i>[Signature]</i>
38.	Kibuuka Godfrey	M	Chairperson LCIII	0757757276	<i>[Signature]</i>
39.	Bamu Moses	M	Chairperson LCIII	0752869013	<i>[Signature]</i>
40.	Bwire Michael	M	Chairperson LCIII	0750863150	<i>[Signature]</i>
41	Kayaga Arthur	M	Programme Coordinator	0702710111	<i>[Signature]</i>



TRAINING OF KEY STAKEHOLDERS IN PLANNING, BUDGETING, MONITORING AND EVALUATION OF EDUCATION  
SERVICE DELIVERY IN BUIKWE DISTRICT ON 13<sup>TH</sup> - 14<sup>TH</sup> JANUARY 2023 AT ST. MARY'S COLLEGE LUGAZI

## ATTENDANCE LIST FOR BUIKWE DISTRICT LOCAL GOVERNMENT STAFF

S/N	Name	Sex	Designation	Telephone contact	Sign
1.	Nakazubwe Realy	F	D/S	0701980985	
2.	Nakigudde Annet	F	CCT	0758151116	
3.	Qundo Mutemba M	M	LOS	0782726587	
4.	Lubwisa Henry	M	S.O	0706561570	
5.	ACHIENG PAMELA	F	E.O	0706318896	
6.	NIAMBI SULAI	M	PIC	0781551595	
7.	Husse Allahman	M	H/A	0700388927	
8.	KIYANKA CHAIRA	F	A/C	0774548884	
9.	MSORO BOWUGA	M	STIC	0701061412	
10.	Mulamba Yusuf	M	SENIOR PLANNER	0973456330	
11.	Hassan Nkhumbi	M	MEO	701898898	
12.	Babalime Rosevic	F	Scelmer	0772316440	
13.	Vany DS- MREB	M	T/c-KUTINDI TIC	0777512404	
14.	NAKIRI JAZIRA	F	SEO	0752625062	
15.	Nansuboga Agnes	F	Town Agent	0705119670	
16.	NANSUBOGA MREB				
17.	ALEPO ANNET	F	H/ASSISTANT	0700722214	
18.	BAMU MREB		CAP III MYENGA	0752869013	

19.	Hamagaya Susan	F	SPO	07770518554	
20.	Zuluogodo Rosemary	F	Planner	0784999440	
21.	BWITTE MICHAEL	M	C/P L. C III WAKUBI	0750863150	
22.	KUKUNGO RITU MUSA	M	C/PERSON L.C III MUTIJA	0751709011	
23.	Mbalule James	M	L.C III Chairperson	0782321166	
24.	MUKASA ABUBAKER	M	SIC/CHIEF SSI-BUKUNDA	0756952445	
25.	humpyre Rebecca	F	Parish chief	0755093753	
26.	Jelach Nena	F	H/Assistant	0789303419	
27.	Sawaya Kigandamu	M	DCO	078961315	
28.	Weerhe Rose	F	CCT Ngogwe	0772520536	
29.	KIBUKHA GEORGINA	M	C/P L.C III SSI S/C	0757757276	
30.	KARACA IRERATHIM	M	CBO NGOGWE	0776619396	
31.	MUSAZI KARE JULIA	M	DEO	0782333870	
32.	MVBI PAUL	M	Parish Chief	0774787027	
33.	KIBUKWE ARROY W	M	CDO	0785375085	
34.	SSEKUYANGE CHRISTOPHER M	M	SEC EDUC & CBS BDLG	0760451351	
35.					
36.					
37.					
38.					
39.					
40.					